



WASHINGTON STATE HUMAN RIGHTS COMMISSION

TASK FORCE REPORT

Race and Ethnic Relations at Washington State University

July 11, 2005

ACKNOWLEDGEMENTS	5
INTERVIEWS	5
Individual in-person interviews:	5
Group interview with WSU Student Leaders	5
Group interview with the Office of Student Conduct	5
Group interview with the Multicultural faculty and staff	6
Group Interview with three members of the WSU Commission on Race and Ethnicity:	6
Group Meeting with Senior Administrators:	6
Subsequent telephone interviews include:	6
MEMBERS OF THE TASK FORCE AND ADVISORS	7
<i>Advisory members:</i>	7
I. EXECUTIVE SUMMARY	7
A. Washington State Human Rights Commission (WSHRC)	7
B. Introduction to the Project	8
C. Objectives of the Report	8
D. Methodology	9
II. BACKGROUND ON RACE RELATIONS AT WSU	10
A. Brief History of Washington State University	10
B. Changing Demographics at WSU	11
C. Meeting the Challenge of Diversity, Inclusion and Civility	11
D. A Responsibility to Serve	12
E. Continuing Challenges of Ethnic Diversity and Inclusion	12
III. THE CORE INCIDENT	13
A. TIMELINE	13
IV. ADMINISTERING THE STUDENT CONDUCT CODE	23
A. Perceptions of the Student Conduct Process	23
B. Structure and Goals of Student Conduct Process	25
C. Appropriate Disclosure under Family Educational Rights and Privacy Act (FERPA)	26
1. Introduction – What is FERPA?	26
2. Implementation in the Core Incident	26
3. Implementation in Broader Context	27
4. Legal versus Educational Issues	28
V. THE RESPONSE OF THE ADMINISTRATION	28
A. Expectations of the Administration	28
B. Reactive Response by the Administration to Issues of Diversity	28
VI. PROBLEMATIC STRUCTURAL ISSUES	29
A. Nature of University Structure and Resources	29
C. Some Structures are Not Held in Respect by Activist Students and Faculty	30
D. Views of the AAPI Community	30
VII. RECOMMENDATIONS	31
A. University Administration 101	31
B. Student Conduct Process	31
1. Prior to Engaging in the Conduct Process - Options for Dispute Resolution	32
2. Inform Student Reporting the Incident of the Minimum Standard of Due Process	32

3. Administrative Hearing v. Council Hearing Determination	32
4. Investigations of All Harassment and Discrimination Incidents	32
5. Discrimination and Harassment Policy and Procedure.....	33
6. Mandatory Harassment and Discrimination Training.....	33
7. Inform WSU Community of Policies and Procedures.....	33
8. Establish and Support Alternative Dispute Resolution (ADR) Programs	34
C. Establish a Bias Response Incident Protocol	35
D. Establish a Diversity Education Program	35
1. Diversity Education Program.....	35
2. Diversity Training for Freshman Orientation	36
3. Promote Cultural Competency/Sensitivity Training.....	36
4. Continuous and Integrated Diversity Training	36
5. Encourage, Normalize, and Promote Dialogue on Sensitive Issues	37
E. Role of the Center for Human Rights.....	37
F. Responsibilities of Law Enforcement.....	37
H. Addressing Campus Climate.....	38
1. Campus Climate Survey	39
2. Perform Exit Interviews of Minority Students, Faculty, Staff and Administrators	39
3. University-wide Diversity Initiative	39
4. Focus on Transparency in Recruitment in Administrative Positions.....	39
5. Assessment and Evaluation of Diversity Goal Attainment.....	40
6. Campus Participation in Diversity Initiatives	40
7. Community Input on Diversity Initiatives	40
8. Accountability to the Diversity Strategic Plan.....	41
9. Application of FERPA.....	41
I. Communication	42
1. Campus Dialog.....	42
2. Inter-departmental Communication	42
3. Active Participation and Involvement in the Multicultural Community	42
4. Partnership Programs between Student Affairs and Multicultural Student Services	43
5. Representative Participation on Diversity Committees	43
6. Foster Relationships and Understanding among Students.....	43
7. Update Posters and Materials on Hate Bias	44
J. Curricular Issues.....	44
1. Review the General Education Diversity Requirement [D].	44
2. Utilization of Existing Academic Resources	44
K. Ownership	45
L. Remembering and Sustaining Best Practices	45
1. Hate, Bias and Discrimination Report	45
2. Preserving Institutional Memory	45
VIII. TASK FORCE DOES NOT RECOMMEND.....	46
A. Zero Tolerance Policy	46
B. Hate Speech Policy.....	46
IX. FOLLOW-UP AND COMMIT RESOURCES	46
1. Follow-up by Administration.....	46

2. Financial Commitment.....	46
3. Dissemination	47
4. Accountability.....	47
5. Monitoring	47
6. Further Research	47
7. Impact of budget cuts.....	47
8. Commitment of the Task Force to Remain Involved and Monitor.....	47
X. CONCLUDING STATEMENT	47
XI. RESOURCES	47
Appendix 1: The Preliminary Report.....	48
Appendix 2: Written Statement by Ms. A	50
Appendix 3: Statement by President Rawlins.....	51
Appendix 4: Flowchart of Student Conduct Process	52
Appendix 5: Statement by accused students Mr. D and Mr. E.....	53
Appendix 6: List of allegedly unaddressed racial incidents	54
Appendix 7: Portions of Conduct Board Manual	62
Appendix 8: Sanctions and Incident Summaries from Conduct Office.....	70
Appendix 9: WSU Compilation of Diversity Accomplishments.....	76

ACKNOWLEDGEMENTS

Human Rights Commission Task Force members Marc Brenman, Reiko Callner and Thi Huynh conducted two full days of interviews on the campus of WSU on May 1 and May 2, 2005. Mr. Brenman stayed on campus for additional interviews on May 3, and additional members of the team, including Michael Chin, Phyllis Lane, and Joan Menzies have conducted supplemental interviews.

The full list of people interviewed includes the following (identified with their standing at the time of core incident under consideration):

INTERVIEWS

Individual in-person interviews:

Mike Tate, Vice President for Equity and Diversity
Felicia Gaskins, Associate Vice President for Equity and Diversity
Ms. B, Undergraduate Student, student employee at Multicultural Student Services (MSS) (invited but not present)
Ms. C, Graduate Student, supervisor at Multicultural Student Services (MSS) for undergraduate student Ms. A
Ms. A, Asian/Pacific American Undergraduate Student (junior)
Mr. D, Caucasian Undergraduate student, freshman on the basketball team
Mr. E, Caucasian Undergraduate student, freshman on the basketball team
Ron Sanchez, Assistant coach, basketball team (Coordinator of Basketball Operations)
Tony Bennett, Associate Head Coach
Mr. F, Caucasian Senior undergraduate student, friend of Ms. A. and active with Students for Equity and Diversity

Group interview with WSU Student Leaders

Council of Multicultural Student Presidents
Incoming and Outgoing Associated Students of WSU
Robert Easterly, ASWSU Director Multicultural affairs (current)
Chris Rutt, ASWSU Director Multicultural affairs (incoming)
Ike Wells, ASWSU President Elect
Mike King, ASWSU Vice President Elect
Brea Thompson, ASWSU President (current)

Group interview with the Office of Student Conduct

Jerry Marczynski, Student Affairs Associate Vice President
Elaine Voss, Student Conduct Director
Chris Wuthrich, Student Conduct Associate Director

Group interview with the Multicultural faculty and staff

Manuel Acevedo, Multicultural Student Services Director
Steve Bischoff, Asian Pacific Islander Counselor in Multicultural Student Services
Yolanda Flores-Niemann, Chair, Comparative Ethnic Studies Department
Raul Sanchez, Director, Center for Human Rights
Dana Patterson, PhD Student in College of Education and Assistant in Office of Equity and Diversity. Graduate Student Member of Student Conduct Board

Group Interview with three members of the WSU Commission on Race and Ethnicity:

Carmen Lugo-Lugo, Assistant Prof., Dept of Comparative Ethnic Studies
J. J. Oliver, Program Coordinator, Admissions
Mary Meares, Assistant Professor, ER Murrow School of Communication

Group Meeting with Senior Administrators:

V. Lane Rawlins, WSU President
Robert Bates, Provost and Academic Vice President
Felicia Gaskins, Associate Vice President for Equity and Diversity
Antoinette "Toni" Ursich, Senior Assistant Attorney General
Charlene Jaeger, Vice President for Student Affairs
Sally Savage, Vice President for University Relations
Mike Tate, Vice President for Equity and Diversity.

Subsequent telephone interviews include:

Robert Bates, Provost
Da Vina Hoyt, President, Graduate and Professional Student Association
Felicia Gaskins, Associate Vice President for Equity and Diversity
V. Lane Rawlins, WSU President
John Streamas, Faculty, Dept. Of Comparative Ethnic Studies
David Leonard, Faculty, Dept. Of Comparative Ethnic Studies
Kenneth Struckmeyer, WSU Ombudsperson, Prof. of Landscape Design, incoming President of Faculty Senate
Charlene Jaeger, Vice President for Student Affairs
Tom Brigham, Special Assistant to the President.
Michael Brown, WSU Graduate, Ph.D, current faculty in WSU distance learning program
Dan Brittenham, Dept. Of Education FERPA resource person
Alice Coil, Director, Women's Resource Center
John (Juan) Ramirez, Counseling Services
Antoinette (Toni) Ursich, Senior Asst. Attorney General, WSU Division Chief
Sally Savage, Vice President for University Relations
Elaine Voss, Student Conduct Director
Noel Sturgeon, Chair, Women's Studies Department

MEMBERS OF THE TASK FORCE AND ADVISORS

Reiko Callner, Chair, Washington State Human Rights Commission (WSHRC)
Thi Huynh, Commissioner, Washington State Commission on Asian and Pacific American Affairs (CAPAA)
Marc Brenman, Coordinator, Executive Director, Washington State Human Rights Commission

Advisory members:

Phyllis Lane, Dean of Students, The Evergreen State College
Joan Menzies, Director of Student Services, WSU Spokane
Michael Chin, intern, Washington State Human Rights Commission

Advisory members did not participate in on-site visits and interviews, but contributed very significantly to the work of the Task Force.

I. EXECUTIVE SUMMARY

A. Washington State Human Rights Commission (WSHRC)

The WSHRC is a state agency charged with enforcing the Washington Law Against Discrimination (WLAD, RCW 49.60), which prohibits discrimination on the basis of race, color, national origin, sex, disability, age, and family status in a wide range of life experiences in the State of Washington. Its primary method is to investigate complaints of discrimination, but the WLAD also empowers the WSHRC to provide educational, preventive, outreach, and partnership efforts. It is under this latter responsibility that the WSHRC has undertaken this effort with Washington State University.

This review is not an investigation, and no finding under the WLAD or any other law is being made. The WSHRC is providing expert consultative services of its executive director and chair, the services of Commission on Asian Pacific American Affairs Commissioner Thi Huynh, and advisory task force members, operating objectively and neutrally. No payment has been offered or received to anyone participating in the Task Force. Because no official investigative finding is being made, WSU is not obligated to follow the recommendations made in this report. We expect that the WSU Board of Regents, the President, and the Executive Cabinet will review the recommendations and discuss any questions they have with the Task Force before reconfiguring the recommendations to be couched in language appropriate to the inner workings of the University. We expect WSU to implement those recommendations which are possible and appropriate, do not impose an undue hardship on the University, and would not cause the University to change any of its essential functions. The views expressed in this Report are those of the Task Force members, and not those of all the Commissioners of the WSHRC, or those of the advisory members.

B. Introduction to the Project

In the spring of 2005, employees, members, and affiliates of the WSHRC became aware of a controversial situation at the Pullman campus of Washington State University (WSU), surrounding a series of incidents of alleged racial harassment. After the incident was handled internally by WSU personnel, many students, faculty, and community members remained dissatisfied with the result, believing that justice had not been served. The broader civil rights community in the State, including private groups, individuals, advocacy groups, and government entities, expressed urgent concern and a desire to help address the situation.

WSHRC Executive Director Marc Brenman contacted Vice President for Equity and Diversity Dr. Mike Tate, offering the agency's assistance in addressing the situation as a neutral, objective government civil rights agency. While the primary mandate of the WSHRC is to address specific allegations of violations of the state law against discrimination (RCW 49.60), the Executive Director proposed that the WSHRC might be able to play a role pursuant to its ability to further mutual goals with public and private agencies and individuals toward eliminating discrimination. It is in this cooperative, outreach capacity, rather than its investigatory, enforcement capacity, that the WSHRC is addressing the situation.

Accordingly, WSU invited WSHRC to lead a task force to take a fresh look at the situation and make recommendations. On behalf of the WSHRC, Mr. Brenman formed a task force, consisting of WSHRC Chair Reiko Callner; Thi Huynh, Commissioner on the State Commission on Asian Pacific American Affairs (CAPAA); advisory member Phyllis Lane, Evergreen State College; advisory member Joan Menzies, WSU Spokane campus, advisory member Michael Chin, Intern, WSHRC; and Mr. Brenman, as coordinator. The task force has proceeded in close contact with the Office of the Governor, including CAPAA, which exists under the Office of the Governor, and with others who have expressed concern for the situation. (This is the first of such projects, at least in recent history, for the WSHRC, and the full Commission will review the protocols and efficacy of such future undertakings. While Executive Director Marc Brenman and Chair Reiko Callner actively participated in this project, the other appointed commissioners did not, and the observations and recommendations of the full complement of appointed commissioners should not be presumed.)

C. Objectives of the Report

The members of the Task Force are aware of the expectation, on the part of many interested parties and observers, that this Report constitutes a definitive fact-finding conclusion as to who did what and with what motivation. That is **not** the goal of this review.

The objectives of this Report are to review the responses of institutions and individuals to the core incident, and to make positive, practical recommendations for the future. Throughout this Report, we refer to the "core incident" as the experiences of perceived discrimination by the Asian/Pacific Island female undergraduate (referenced herein as "Ms. A") in the Multicultural Students Services Center (MSS). As discussed in more detail below, there is a trend of miscommunication and polarization among the parties. If it is possible at all to reverse this trend, all the parties concerned need to shift their focus from fixing the blame to fixing the problems.

Common concerns stated by those viewing the situation include the following:

- The perception that the administration and those staffing the conduct process were unresponsive or slow to respond to the aggrieved party's allegations, thus allegedly indicating a lack of concern for the seriousness of the matters addressed;
- The perception that there was a lack of concern for the aggrieved parties, thus allegedly demonstrating the authorities' indifference to their well-being, as opposed to concern for the well-being of the accused;
- The perception that, despite admissions of engaging in the behavior described by the two named students accused, the student conduct process derived the unsupportable conclusion that no harassment had occurred;
- The perception that there is a lack of transparency of the process for the people in the larger community who were concerned with the incident and its aftermath;
- The further perception that the lack of transparency is symptomatic of an administration which is allegedly historically callous to issues of discrimination and bigotry on campus;
- The perception that the University values the athletic program over other aspects of the University;
- The further perception that the lack of transparency is symptomatic of an administration historically callous to issues of discrimination and bigotry on campus;
- The perception that the University's various statements and the existence of a variety of programs to address issues of social justice and diversity are allegedly cosmetic and ineffective, and fail to engage the people most affected by them.

D. Methodology

Several members of the Task Force visited the WSU Pullman campus on May 1 and 2, 2005, to conduct interviews and site visits with a variety of students and staff. Marc Brenman remained on campus on May 3 to conduct additional interviews and site visits. Task Force members also visited with and interviewed a wide variety of members of the Asian-America/Pacific Islander (AAPI) community in Washington State, and AAPI organizations. Additional interviews were conducted by telephone, especially with WSU administrators, faculty, and staff. A large volume of documents were requested from and provided by WSU. Other parties also provided documents.

The recommendations are primarily in regard to the Pullman campus, though some themes probably carry through the entire University. WSU was completely cooperative in the course of the review, and the Task Force wishes to thank WSU for its hospitality and cooperative spirit. All other parties were similarly cooperative, and the Task Force is gratified by the good faith efforts of all parties to take a thoughtful and sincere look at the core incident and the climate of welcomeness for people of color at WSU. It is entirely possible that there may be errors in the Task Force's report, due to the complexity of the University and the circumstances, the size of the University, and the short time in which the review occurred. The Task Force hopes that the Report will be construed in the spirit in which it was written, with a charitable eye toward enhancing the relationship between the parties.

The Task Force has offered to maintain a continuing relationship with WSU, to explain the recommendations, to help provide additional expert advice, to meet with the parties as necessary, and to help monitor progress in fulfilling the recommendations.

The Task Force issued a Preliminary Report on May 4, 2005. That Report is included by reference in this Report as Appendix 1. The Preliminary Report is a public document, and has been widely distributed. The University desired quick action by the Task Force, as have all those involved. There has been media coverage of the Task Force's work, unsought by the Task Force. All documents and testimony provided to the Task Force were done so voluntarily. No documents or testimony were compelled. Other sources of information were examined, such as publicly available information on the University, its website, law review articles on student conduct codes, and a legal compendium of the Family Educational Rights and Privacy Act (FERPA). Because the Task Force is not making a legal finding, no standard of proof need be discussed. The Task Force used a common sense standard in examining documents and listening to testimony, and has tried to clearly differentiate perceptions from fact from process. The Task Force has brought to bear its collective experience in best practices in matters concerning university students, student conduct, discrimination, and perceptions and experience of prejudice in the United States. These matters are always controversial and sensitive, and often hinge on the perceptions of those involved. They often do not admit of easy answers, and first impressions are sometimes wrong.

II. BACKGROUND ON RACE RELATIONS AT WSU

A. Brief History of Washington State University

Washington State University was founded in 1890 as a land-grant college and from its humble roots has become one of the top public research universities in the United States. "Under the terms of the Morrill Act, adopted by Congress in 1862, the federal government encouraged states to create colleges 'to teach such branches of learning as are related to agriculture and the mechanic arts ... in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life.'" An Enabling Act passed in the state Legislature, creating the Agricultural College, and made the state eligible for a grant of 190,000 acres of federal land on which WSU sits today.¹

The City of Pullman won the bid to house the University by boasting good train service to Spokane and to Portland, Oregon and argued that because of the rail system, it had commercial and cultural connections to the larger world.² Pullman is the home to WSU's main campus and is located in the southeastern corner of Washington State. Perhaps these original boosters were correct, for Pullman has succeeded in attracting students from around the country and world.

¹ Cassandra Tate. *Washington State University -- Snapshot History*. (2004). Historylink.com. http://www.historylink.org/essays/output.cfm?file_id=5701. Accessed 7/6/05

² Id.

B. Changing Demographics at WSU

In the past 50 years, WSU has quadrupled in size. What is even more striking is the change in demographics that has accompanied this growth as WSU has transitioned from a local agricultural college to world-class university. In the 1950's, the typical student was white, middle class, 18 to 22 years old, and from a small town in Washington. Today, nearly 14 percent of WSU's students on the Pullman campus are racial minorities, with more than one third who are 23 years old or older. In addition, nearly 15 percent come from outside the state, including 3 percent from foreign nations.³ The new demographic reflects the changing face of the nation and the State.⁴

C. Meeting the Challenge of Diversity, Inclusion and Civility

Having begun its endeavor to recruit more minorities beginning in 1968, WSU has made significant inroads in diversifying its student body, faculty, and administration. In addition to the diversified student body, faculty for all of WSU are approximately 15 percent people of color for all those who reported any type of race or ethnicity. Administrative/Professional/Classified staff reported themselves as 9% people of color.⁵

With the increased exposure to a multicultural world, the University has had to confront issues of race and diversity in a predominantly white community. According to HistoryLink.com, an online encyclopedia of state and local history in Washington State, the perception of inhospitality to racial minorities may have begun when WSU initiated its recruitment of minorities.

One factor in the increasing politicization of the campus was the hostile reception given a group of 54 African American students from Seattle's Garfield High School, who arrived for a campus visit on the evening of May 9, 1968. The visit was part of a nascent effort to recruit minorities to WSU. Due to an oversight, dormitory officials were not on hand to welcome the students and assign them to rooms. The students were forced to wait for hours while efforts were made to find other accommodations. The tense situation worsened when a few WSU students began taunting the visitors with racial insults. At 2:30 a.m. the next morning, the Garfield students boarded a bus to return to Seattle. President Terrell promptly issued a public apology, but the school's image suffered a blow.⁶

It is apparent that WSU has the desire to be inclusive and to diversify its campus. It is also must be noted that while numeric gains in diversity are striking on paper, Pullman is still a predominantly Caucasian town in a rural area that is geographically close to overtly racist groups. It is understandable that students of color from other parts of Washington may feel isolated in an unfamiliar environment. There are Asian/Pacific Islanders (API's) who come to

³ Id.

⁴ There is a significant influx of Asian immigrants in Washington. In the 1970s the population of Asian Americans in the Seattle area soared, as immigrants and refugees from Southeast Asia arrived. The trend has continued, especially in King County, where between 1990 and 1996 the population of people of Asian and Pacific Island descent increased 48%. The Asian-American population in Spokane County, where WSU has a campus, jumped 28% during the 1990s, well outpacing the 16 % overall population growth there. . [The Journal of Business, Spokane, September 2, 2004]]

⁵ News release, 2004, WSU

⁶ See Historylink.com

WSU from communities that are much more diverse; their expectations are different from, for example, an API who has grown up in a rural area surrounded by Caucasians all his/her life. Given the geographical and demographic limitations of the Pullman campus, the problems and challenges in addressing issues of race are issues the University must face directly as the student population becomes even more diversified.

D. A Responsibility to Serve

WSU has a goal of diversity and equity and strives to be a powerhouse regional university. In fact, U.S. News and World Report ranked it as one of the top 50 public research universities in the nation in 2004. While having developed into a full-fledged university with 73 locations throughout the state, WSU still acknowledges its agricultural roots and maintains a strong commitment in that area. For example, WSU is the only institution in the state, and one of the few in the United States that offers a program in veterinary medicine.

It is precisely because WSU is an institution with national and global reach that it must redouble its commitment of inclusiveness and diversity. Proclaiming itself as a world-class institution, the expectations of Asian/Pacific Islander students are high with regard to how the University deals with issues of race. In the last few decades, APIs have been attending and graduating from college in dramatic numbers, well above their overall proportion in the total U.S. population.⁷

WSU recognizes its obligations to the students in providing not only access to higher education, but a safe, welcoming environment which promotes diversity and participation by all. It would appear that not all API students feel WSU is inhospitable towards minorities; in 2000, the now defunct "A. Magazine" conducted a survey of its readers and research into which colleges and universities are the "best" for Asian Americans. WSU ranked 23 on this list of top universities.⁸

In the 1960's students demanded that curriculum be made more "relevant" and include courses on subjects such as race relations and women's history.⁹ Today, WSU offers majors in Comparative Ethnic Studies and Women's Studies. The University's commitment to diversity is manifest, at least, in the significant and steady increase of racial and ethnic diversity on the campus over the past fifteen years. Change is being made, and change inevitably generates discomfort, particularly in an environment with a robust and dynamic multiplicity of views such as an institution of higher learning.

E. Continuing Challenges of Ethnic Diversity and Inclusion

To a large extent, the energies demanded by the crisis atmosphere surrounding the present controversy have distracted and diverted resources from core tasks for the Office of Equity and Diversity such as maximizing recruitment and retention projects.

⁷ The latest statistics from the Census show that almost 45% of all Asian- Americans at least 25 years of age have a college degree or higher. Although many of these degrees were obtained in their Asian country of origin before immigrant Asians came to the U.S., a large number represent degrees by foreign Asian students and U.S.-born Asian-Americans. <http://www.asian-nation.org/best-colleges.shtml>. Visited 6/6/2005

⁸ Id.

⁹ See Historylink.com

There have been significant controversies at the campus over hiring and retention of faculty and administrators of color, and prior incidents where allegations of racial bias in discipline and of inadequate official response to bias incidents.

The Task Force found that while there are issues of race and ethnic relations on the Pullman campus that need work, in the greater context of social justice and race and ethnic relations in the nation and the region, disproportionate emphasis may have been placed on these issues because of the natural tendency on a college campus to be self-focused (which can limit one's sense of perspective). It could be an interesting and useful social experiment if activist students—both multicultural and mainstream students, and faculty and staff—could use their considerable awareness and energy to address issues broader and more significant social justice import in the "real world." Part of a new relationship between students of color on campus and administrators could be the willing acceptance by students of the good faith implementation of the recommendations contained in this Report, in return for which the students would address their skills, energy, consciousness, and freedom toward some of the many pressing social needs beyond the campus.

Students of color, faculty and administrators have come to an important fork in the road, where legitimacy of needs should not be confused with recriminations. The Task Force is not in any way recommending that the past be put behind and forgotten; rather, we are encouraging the parties to ask themselves what would it take for the campus community to come together and work to develop sustainable solutions that address campus climate, particularly in the areas as related to students of color and issues of race.

III. THE CORE INCIDENT

(Note - this information has been derived from interviews with the persons listed above and examination of documents. The members of the Task Force have no direct information and as such, are not "witnesses" to the events discussed herein. This chronology focuses on the time sequence of the conduct staff, and not on community meetings, and input with other state offices and officials.)

A. TIMELINE

Fall 2004

At an undetermined date during the first semester of 2004, a group of white male students pass by the workplace of Ms. A, where she works as a student assistant in the evening shift for the Multicultural Student Center (MSS). In later reports Ms. A states they "made some animal noises, danced around a little but, and made some 'minstrel' type movements at me. I felt like an animal in the zoo and that the guys were mimicking me as if I was a monkey doing something odd or funny." This is not reported to anyone at the time. Ms. A's friend, Mr. F., introduced to her the description "minstrel," having learned about minstrel shows from the late 1700s in classes.

January 25, 2005

Ms. C, a graduate student who supervised Ms. A and other undergraduates at the MSS, returns from a trip and asks Ms. A how things were going at the MSS. For the first time, Ms. A discloses that a group of white male students have been irritating her as they passed by. Ms. C is concerned, and learns from Ms. A that there were at least five incidents where she was annoyed by the group, including at least one occasion where Ms. A described that "one guy...points to his eyes and makes a motion to indicate that I have 'chinky eyes.'" Ms. C tells Ms. A that she would report it to the MSS staff the next day. Undergraduate assistant Ms. B is also present during some of these incidents and reports witnessing similar things.

January 26, 2005

Ms. C reports Ms. A's concerns to the MSS staff, including MSS Director Manuel Acevedo. At this time they do not know the identity of the students in question, and meet with John Cory, the facilities director of the building housing the MSS (known as the CUB). He immediately proposes sending some CUB employees by in the evening to make sure Ms. A is ok while working there. During that week they did not know the identities of the people suspected of harassment. Ms. C observes some people she thought might include one of the suspects, but not the others, outside the MSS. Ms. C goes into the hallway and pretends to be looking at the vending machine. While she is looking at the machine, she hears someone, never identified, say "those Asians, taking away the jobs." She does not hear the rest of the conversation.

Upon inquiry by the Task Force, Ms. C stated she was not aware of mediation or alternate dispute resolution options at the campus.

Around this time, MSS Director Manuel Acevedo advises Vice President for Equity and Diversity Mike Tate of the allegations, and they brainstorm ways to identify the suspects and to increase the safety and security of Ms. A and the other students at the MSS. Mr. Tate's suggestions include placement of police interns at the MSS and installation of surveillance cameras there. (The latter measure was discontinued when people at MSS expressed discomfort with being under surveillance, themselves.)

February 3, 2005

Manuel Acevedo leaves a voice mail for Elaine Voss, Director of Student Conduct, that there is a problem at the MSS and he will come speak with her shortly about it.

February 4, 2005

Manuel Acevedo and Ms. C bring Ms. A's written account (*See Appendix 2*) of her allegations to Student Conduct Director Elaine Voss to discuss a course of action. The identities of the suspected harassers are not known, so Elaine Voss calls campus police, does not reach them, and provides telephone numbers for the campus police to Manuel Acevedo so that he can engage their assistance in locating and identifying the suspects. He does so and police respond that day to interview Ms. A and Ms. C. Police interns are stationed in the MSS to both guard against further incidents and to assist in identifying suspects.

February 7, 2005

Undergraduate assistant Ms. B reports to a police intern present at MSS that a group of young men walking by are those who have been giving them problems. The intern contacts another police officer who joins him as he observes the group get into a car. The license plate is registered to a freshman, Mr. D, and they are able to ascertain the residence hall in which he lives. Police contact Mr. D within a half hour and ask him about the incidents at the MSS.¹⁰ According to the police report, Mr. D states he and some of the freshmen members of the WSU basketball team eat dinner at the CUB (a student center building where the MSS is also located) and usually walk past the MSS, which is on their normal route. He identifies another player, Mr. E, as one who passes by with the group. Mr. E is also questioned. Both students state that any gestures or clowning by anyone in their group was in friendly jest, and express surprise that anyone had been upset. They state no one had said they were upset and one girl had laughed. According to the report, "They both expressed that they were sorry about the incidents, and they also were told not to make any further contact with anybody from the Multicultural Center."

February 8, 2005

Elaine Voss inquires with the WSU police about the status of their investigation. She requests a copy of the police report in order to determine whether any violations of the conduct code had occurred. The police report concludes: "Spoke with Sgt....about this incident and that all investigation was complete. [Sgt.]....was sure that the students would not continue their behavior as they were very apologetic and did not mean to alarm anyone by their actions."¹¹ The people at the MSS, however, are not specifically informed that the suspects denied the racial behavior, nor that they had apologized, nor that they had agreed to stay away from the MSS. [Note - the Task Force identifies this failure to reassure the people at MSS as a serious problem in the approach of the Conduct Office in this situation.]

Manuel Acevedo informs Elaine Voss of the Conduct Office and other concerned people on campus by email that the students have been identified as basketball players. Charlene Jaeger, Vice President for Student Affairs (to whom Student Conduct division reports); Sally Savage, Vice President for University Relations; and Mike Tate, Vice President for Equity and Diversity had been apprised earlier and had helped to brainstorm ways to identify suspects, including placement of cameras at the MSS; President V. Lane Rawlins had been notified of the issue

¹⁰ Mr. D self-identifies as a very actively religious person, and was engaged in a bible study group at the time the police came to question him.

¹¹ There is some confusion about the role of the police with regard to bias/hate issues that do not constitute crimes as defined by Washington State law. Some people interviewed expressed the belief that the police should continue an investigation even after their initial investigation establishes that the incident does not constitute a crime. Termination of police involvement at that point does not constitute an endorsement by them of alleged discriminatory activity. The authority of the police and their obligation and right to insert themselves into the lives of the people in and around the campus does not extend beyond enforcement of the law. Enforcement of student conduct code violations that are not crimes is the province of the conduct board. (There was also criticism that not all potential witnesses to the incidents at the MSS were contacted by the police. It is not unusual that some potential witnesses are not initially contacted by patrol officers, in any police investigation. It is often the case that additional witnesses are identified at a later time either by the detectives in a department, if the criminal allegations in the case warrant such use of resources, or by the prosecuting authority completing an investigation in order to prove a case.)

while traveling on the east coast and inquires about the status, hearing then that the police and student conduct are involved.

Student Affairs Associate Vice President Jerry Marczyński, who supervises Student Conduct, informs WSU Athletic Director Jim Sterk and Basketball Assistant Coach Ron Sanchez of the incident, that the police have conducted an investigation, and the nature of the allegations. That day all the freshmen members of the basketball team are interviewed intensively and individually by the basketball staff. Both the basketball staff and the students report to the Task Force members later that in these interviews the coaches focused on impressing upon the students the seriousness of the allegations and insisting that they tell the truth.

Ms. A writes an email at 7:41 pm to President Rawlins, Vice President Charlene Jaeger and two other administrators, stating she wished to meet "DIRECTLY" with Pres. Rawlins and VP Jaeger, and that they should "PLEASE respond back if you care about your students. This email and others will flood your mail box as well as phonecalls [sic] if you do not reply."

At 8:00 pm Ms. A writes a mass email to multiple students and several Asian American/Pacific Islander (AAPI) list-serves thanking them for support expressed in a recent meeting, and summarizing plans for action, including a video project, contacts with major media, and "Petition to hold these guys accountable (kicked out of school)."

February 9, 2005

Upon receipt in the morning of the email Ms. A sent the night before (2/8/05) at 7:41pm, VP Charlene Jaeger walks directly to the MSS and, seeing Ms. A there, offers to meet with her immediately. VP Jaeger states Ms. A said she was too busy. VP Jaeger notes that Ms. A's email seemed to indicate urgency and asks if they could meet later that week. They agree to do so and then exchanged two more emails over the next two hours, finally arranging a meeting time for Friday the 11th. VP Jaeger notes for Ms. A's information that Pres. Rawlins is out of town, and that VP Jaeger is advising his assistant that she and Ms. A would be meeting that Friday.

Conduct Office Director Elaine Voss and Supervisor Jerry Marczyński, hearing that there are calls for the immediate expulsion of the accused students, go to the MSS to explain to the students and staff to present to them how the Student Conduct Process works. Ms. A is present at the beginning of the meeting. Voss and Marczyński describe the information gathering process, options for sanctions, and its basically educational goals as mandated by the Washington Administrative Code. Demands for the expulsion of the suspected students are made and Ms. A leaves the meeting part-way through, appearing upset to Ms. Voss. Some of the students and staff present describe a pattern of racial incidents they have heard of on the campus dating back for about fifteen years.¹²

At 9:49am, Ms. A transmits an email to multiple recipients, including Asian/Pacific Island (API) list-serves, titled "AGAIN AND AGAIN! READ!" The email is a statement critical of the lack of response of the administration and dissatisfaction with the conduct code goal of reaching "educational", "appropriate" sanctions within a two-week time frame. The email calls for recipients to "bombard" Pres. Rawlins and VP Charlene Jaeger with calls and emails.

¹² The list of racial incidents allegedly unaddressed by WSU appears to be the same that circulated widely on campus, was presented to the Task Force, and has been referenced in mass emails to the broader AAPI community across the state. A version of the list is attached to this report.

In the afternoon, the two named suspects are called in to the Student Conduct Office, with the cooperation of the Athletic Department. The meeting requires the Department's assistance, as the team is departing for a game out of state. The bus is delayed and students required to get off in order to allow the meeting to occur. The students are advised by Chris Wuthrich (Associate Director of Student Conduct) that they will be undergoing the conduct investigation process, that the matter is extremely serious, will be broadly observed, and that they will be required to comply with the interview process.

February 11, 2005

With the assistance of MSS Director Manuel Acevedo, Conduct Director Elaine Voss has a scheduled meeting with Ms. A. The purpose of the meeting, from Voss' perspective, and typical of the conduct process protocol, is to fill in details of the allegations that Ms. A made in her written statement submitted earlier through Manuel Acevedo, gain further details, and make sure the allegations were clearly understood. (See Ms.A's written statement, attached.) A great deal of the narrative subjectively describes Ms. A's impressions, and Ms. Voss seeks to fill in specific details to the extent possible. For example, Ms. Voss hoped Ms. A would be able to describe which person or persons made the "chinky eyes" gesture. A graduate student is present to take notes for the Conduct Office. Ms. A arrives with Comparative Ethnic Studies Associate Professor Dr. David Leonard and another student. On Ms. A's behalf, Dr. Leonard demands the names of the accused students. Elaine Voss declines to provide their names at that time. She explained to Task Force members later she declined to identify the accused students because there were third parties present, the investigation was not yet conducted and she was operating from the understanding that the information her office gathered was confidential under the provisions of the Family Educational Records Privacy Act (FERPA). Ms. A and the people accompanying her take the position the accused students need to be expelled. Elaine Voss states she told them the University has a process, they need to follow it, and she can't predict the outcome. She is not able to accomplish her goal of collecting information at that meeting, as most of the discussion is conducted by the people accompanying Ms. A and is about campus climate issues and historical issues of racism on campus. After reiterating demands to know the names of the students accused, Ms. A ends the meeting stating she has to go to class.

At this meeting, Ms. A provides copies of two letters to Ms. Voss. One is dated February 8, 2005, and is addressed to Charlene Jaeger, Michael Tate, and President Rawlins. That letter, in its words, "is mainly being written to help you, as the upper administration, to stop ignoring the blatant discrimination that occurs on a daily basis here on the campus of WSU...While most of you may go home earlier in the daytime, most of the 'colored' students on this campus stay possibly until after two am just to make sure that we can get home 'safely' with the fear of getting targeted because of our skin color, sexuality, or any other marker that deems us as different....As a woman and student of color on the Washington State University campus, I urge you, as a 'victim' of racist and sexist crime that you do expel the 'boys' that have taken my right to feeling 'safe' on this campus."

The other letter, addressed "To you boys," includes the following: "It is only fair that you listen and read this letter with an open mind which has been something you have not allotted for me. I have been on this university campus for three years now and people like you, racist and sexist, are the reasons this university cannot go forward its "diversity" goal.....As a woman of

color on this campus, I have gone through many racist and sexist events that would make many people want to give up on life. As a strong woman of color I am prepared to make sure that you understand fully the extent of the pain that you have caused me and the multicultural community. You're [sic] every action that you decided to act upon every night that you saw me made me hate you from the darkest part of my heart. Your blatant ignorance of my feelings and my rights made me feel like a slave that had been beaten to the ground. Your harassment that you found so particularly funny only caused someone else's day to be broken down.....The only reason I have to love you is because God gives me that....If I had no compassion in my life I would hate you with all of my heart, mind, body, and soul because you, are the image of a person who would lynch me."

Ms. Voss did not deliver the letter to the suspected students, explaining to the Task Force that it was simply accusatory, it did not describe who did what, and described only Ms. A's feelings. The matter had not yet been adjudicated and the letter was conclusory in that regard. Ms. Voss stated she had concerns about further escalating an already tense situation.

February 14, 2005

Elaine Voss learns from the coaching staff that two additional players came forward, identifying themselves as members of the group that walked by the MSS with Mr. D and Mr. E. All four students went through the Student Conduct process, though only the participation and identities of Mr. D and Mr. E are widely known. Ms. Voss told members of the Task Force that, although the Student Conduct staff was prepared to issue the letters that would formally initiate the process at that time, there were many administrators, lawyers advising the University on how to proceed at this point because of the high profile of the situation and the attention drawn to it both on campus and external media, etc., and they were directed not to begin the process at that time. There is, instead, an informal meeting with the coaching staff and conduct staff, at which time the students are told that the matter is serious, that all four students need to tell what they know, and that any player involved should not be walking on that floor of the CUB at all. The students all agreed, but this, too, was not communicated later to Ms. A or to the others at the MSS. *[It is the observation of the Task Force members that fears of the students and staff at the MSS might have been lessened had they been advised that the accused students were not going to pass by their office at this point. The Task Force understands that the Conduct Officers believed they were legally restricted from giving this information by FERPA.]*

Ms. Voss states the students were very apologetic from the outset, and stated they were shocked that anything they'd done had "caused this much grief" to anyone. They stated to her they didn't know, as nobody told them they were out of line, and they had thought they were getting a positive response from their clowning behavior. Ms. Voss further states that none of the athletes said they had observed or had engaged in making "chinky eyes" as a gesture. Several of them stated if it had, they would have stopped it, and would have reported it, as it would be very offensive. There is no written account nor any person interviewed in this Review process indicating that any of the athletes said this particular behavior had taken place. The team is very ethnically diverse, and one of the student athletes in the group passing by the MSS is himself an Asian/Pacific Islander. They explained the behavior they admitted to as being "goofy," friendly and outgoing. The dance that one of the group engaged in, according to the basketball players, was his rendition of a dance performed by one of the leads in the movie

"Dumb and Dumber."¹³” Mr. D indicated that he believed he was probably mistaken by Ms. A for another very tall team member in the group. He agreed he had been present when the clowning behavior took place, but stated he had not engaged in it, himself.

February 15, 2005

Elaine Voss contacts Manuel Acevedo questioning whether he is aware of any additional witnesses to the incidents in question. Mr. Acevedo identifies three potential witnesses: Ms. B, mentioned above, Mr. F, also mentioned above, and a third student. Ms. Voss attempts to contact them all that day, and is able to interview Mr. F and the third student. Ms. Voss also emails Ms. A, requesting further opportunity to meet.

February 16, 2005

Elaine Voss has not heard from either Ms. A or Ms. B, and asks Manuel Acevedo for assistance in contacting them, explaining it is vital that she be able to interview them in aid of the investigation. She told a Task Force member she recalls noting to him that it was wrong that they make such serious allegations and then walk away from the process. He indicates he will try, that he understands neither of the students trusted the administration, including him.

Ms. A responds to Ms. Voss' email, asks what part of the statement she needed clarified and states she was "OVERLOADED" with other obligations, perhaps they could speak on the phone while she was working at the MSS. Ms. Voss ascertains from Manuel Acevedo that it would be acceptable to him if Ms. Voss interviewed Ms. A at work at the MSS, and then sends a confirming email to Ms. A to that effect, asking to come down to see her that Thursday (the 17th) at 7 pm, to which Ms. A agreed.

February 17, 2005

Elaine Voss arrives for the appointment with Ms. A at the MSS at 7 pm, accompanied by Conduct Officer Chris Wuthrich. In aid of the investigation, the Conduct Officers prepared a photo montage so that Ms. A could identify which person made the "chinky-eyed" gesture at her. Police interns are still present in the MSS. Though Ms. A initially greets Ms. Voss with a smile, she then turns to Manuel Acevedo and engages in about a five-minute private conversation. Mr. Acevedo excuses himself and Ms. A and they retire to another part of the office while the conduct staff wait. The police interns advise the conduct staff that earlier in the evening, someone had knocked on the hallway window at the MSS and that had upset Ms. A. He is not the same individual as those under investigation. Ms. A believes it was a student from her communications class, and concludes it was some ally of Mr. D's and Mr. E's, attempting to intimidate her. The conduct staff identified all the students in Ms. A's communication section, and none of them are on the basketball team. There has not been any corroborative evidence that this incident was related to the prior incidents, nor that Mr. E, Mr. D, or the other accused students were aware it had taken place. Manuel returns after speaking with Ms. A for about 20

¹³ One of the conduct staffers and one of the Task Force Review team members viewed the film to see if such a dance sequence takes place in the film. There is a brief sequence wherein a lead character engages in the sort of jig that the various witnesses described.

minutes and advises the conduct staff she is too upset to engage in the meeting with them. Ms. C is also present.

Elaine Voss is able to reach Ms. B after several attempts on her cell phone, and they schedule a meeting on February 22nd.

February 18, 2005

Ms. C contacts Elaine Voss, provides an additional statement about the glass-tapping incident and clarifies a date on her earlier written statement.

February 22, 2005

Elaine Voss goes to meet Ms. B for their scheduled meeting but Ms. B does not attend.

February 23, 2005

Elaine Voss emails Manuel Acevedo requesting help meeting with Ms. A and Ms. B. She emails Ms. A and leaves her a voice mail to the same effect. Ms. Voss has indicated to Task Force members this is very unusual in her experience with complainants, who are usually anxious that the investigators have full information about their complaints.

About 200 students stage a march on the administration building about campus climate and racial issues. They enter the Office of the President and demand an immediate meeting. Staff advise he is not present at the moment and a meeting can be scheduled later that day. Mike Tate meets with and talks with some of the demonstrators. Vice President Sally Savage offers to meet and to talk with some of the demonstrators but is rebuffed.

The conduct staff discuss the matter and conclude tensions related to the need to resolution have arisen to the point they can no longer delay the process in hopes that Ms. A and Ms. B will provide further information. Preliminary conference letters are hand-delivered to the suspected athletes, advising them of the process and scheduling a preliminary conference for February 28, 2005.

February 24, 2005

Elaine Voss sends an email to Ms. B again requesting the opportunity to interview her.

Estimated hundreds of 8" x 11" flyers with the photos of Mr. E and Mr. D were posted throughout the center of campus. Both flyers are topped with the word "Warning!" in bold letters. The text under one photo read: "These are one of the individuals who have been identified as one of the guys that are involved in the Multicultural Student Center racial harassment events." The text under the other photo read: "Makes monkey noises and gestures at students of color so watch out!" Once noticed in the morning, the flyers were removed by campus security, some athletes, and Athletic Department staff.

Although Ms. Voss advised a Task Force member she would consider the latter incident a violation of the conduct code, it was not pursued, after consultation with members of the Athletic Department, because (1) there were no suspects and (2) the situation already appeared to be dangerously volatile.

A group of protesters appears at the WSU basketball game, which was televised, bearing posters, some of which accuse Mr. E and Mr. D of being "bigots." Head Coach Dick Bennett, reacting to the posting of the flyers and the presence of accusatory posters and demonstrators at the game, speaks to the press, stating the players "had absolutely no desire or intent to do anything untoward racially. That is just not them." The coach is also quoted in the media as saying "Mr. D and Mr. E weren't even the ones who did it. They even got the wrong kids. There were a bunch of them. Mr. D and Mr. E did nothing. They never said anything," and "They were flabbergasted when this came out. They didn't know and we were all confused about what happened. The irony is they are some of our best kids. They're top students and strong Christians."¹⁴ Though the coach is also quoted as saying he would have taken "appropriate actions" had the students been guilty as accused, the earlier statements were more the focus of response in the community.

February 25, 2005

Ron Sanchez and John David Wicker of the Athletic Department call Elaine Voss to discuss what had occurred at the game. After conversation they decide not to pursue the matter as a complaint, even though participants in the protest, at least, could be identified. They decided against doing anything that would further escalate the situation.

February 28, 2005

President Rawlins releases a statement (attached) to the community highlighting his desire to work with students on the issues and reminding people of the right to due process. This adds to about 30 written and spoken apologies and expressions of regret delivered by the President in regard to this incident.

Preliminary conferences were held by the Student Conduct Staff (see outline of process, attached). Ms. A was not specifically informed of this step in the process. In answer to questions from the Task Force, Ms. Voss explained that her prior attempts to contact Ms. A and Ms. B for follow up had led her to believe it would be useless to attempt to contact them further. Ms. Voss further notes that in their normal process, matters are concluded more quickly. She explained it took as long as it did because of the time spent attempting to obtain Ms. A and Ms. B's participation in follow-up. Chris Wuthrich conducted the conferences with Mr. E and Mr. D, Elaine Voss with the other two students. Though the process anticipates a seven day written notice of hearing, either administrative or by a Conduct Board, the students all waived their right to such notice and the staff elected to conduct administrative hearings then and there. Again, in response to inquiry by the Task Force members, Ms. Voss, Mr. Wuthrich and Mr. Marczynski agreed there was considerable pressure at that point from all quarters to move the process along as fast as possible. Ms. Voss further explained, in response to the question of why this did not go to a full Conduct Board, that they did not believe, based on their experiences to date, that they could procure Ms. A's presence. To have a Conduct Board proceeding, Ms. A would have had to

¹⁴ The latter quotation has been highly inflammatory. It appeared to be contradicted by (inaccurate) media accounts that the named students had admitted to racially-harassing behavior, and to inject an irrelevant observation about the students' religious affiliations. The coach likely intended to convey that he knew his students to be fair, kind, and non-aggressive, but that statement did not achieve its intended effect.

appear at the Board - the accused people have the right to question their accusers. Further, in the estimation of the conduct staff, even if true the accusation didn't arise to the level of seriousness over which conduct boards are commonly convened. The practice is generally reserved for situations involving multiple or very serious offenses when the staff is considering a serious sanction. In this instance, they had an uncorroborated complaint to present and believed they didn't have enough to present to a board. Their goal is to deal with things at the least formal process possible. They're "looking for an educational moment." This is consistent with student conduct code processes and practices at other institutions.

[The Task Force's position is that, despite apparent non-cooperation from the aggrieved students, they **should** have been advised that the matter was reaching the point of adjudication, and offered the opportunity to participate. Further, it is the Task Force's position that the high profile of the incident and the impact of alleged racial harassment was such that it would have been appropriate to conduct a full Conduct Board, with participation by students, faculty, and people with particularized training in bias issues.]

March 1, 2005

Results of the administrative determination are relayed to the four accused students. The conclusion is that there is not evidence that the accused students engaged in harassing behavior as alleged. The conclusion was also that adolescent behavior (that did *not* include racial gestures or epithets) was misconstrued as racially-oriented. A press release was prepared by multiple parties involved in WSU administration. [It is the observation of the Task Force that the press release, carefully composed as it was, was not clear in relaying what had occurred and why, for example, the matter had not gone to a full Conduct Board hearing. Further, while it is apparent, in hindsight, that Ms. A was not notified at the same time as Mr. D and Mr. E of the outcome because the administrators were attempting to coordinate support for her at the time of notification, the timing of notification of the various students makes it appear as though Mr. D and E were being favored.]

March 2, 2005

Immediately prior to issuance of the press release, Elaine Voss is tasked with bringing the written announcement to Ms. A. Vice President for Equity and Diversity Mike Tate and others in the administration relay to Ms. Voss the results will be upsetting to Ms. A, and that she should have support when she hears. They enlist the aid of Alice Coil in the Women's Resource Center to be present with Ms. A to meet with Ms. Voss. Ms. Coil is not apprised before the fact that the information being relayed was the outcome of the adjudication. Ms. B is upset at the result,¹⁵ and Ms. Coil inquires whether there was an appeal option for a complainant if an allegation was dismissed, and was told that there is not. [Note - it is typical of this type of adjudicative process and most others that a dismissal of allegations of wrongdoing are not appealable by the aggrieved party.]

¹⁵ Members of the Comparative Ethnic Studies Dept., Women's Resource Center, Multicultural Student Services Center, and Office of Equity and Diversity all stated that throughout the time described in this timeline, counseling and other support options were offered to Ms. A, who articulated she was receiving sufficient support from friends and faculty. Some offers of help were declined by Ms. A because of her lack of trust in anything associated with the WSU administration.

Mr. D and Mr. E issue a public statement (*See Appendix 5*) regarding the issues and their resolution, wherein they state, "At no time did we make gestures, comments or noises directed at anyone that were racially motivated. We have a racially diverse team and group of friends, both back home and in Pullman. We are upset by the accusations of racism, the damage to our reputations and the hurtful way our names and pictures have been associated with these events. We recognize a student in the Multicultural Center was offended and for that we are apologetic. However, again we maintain our actions were not racially offensive or harassing in nature and we were only attempting to be friendly with a group of people."

March 4, 2005

The WSU Board of Regents requests an appropriate review of the student conduct process during its March meeting.

IV. ADMINISTERING THE STUDENT CONDUCT CODE

A. Perceptions of the Student Conduct Process

In General. During interviews conducted at WSU campus by the Task Force, everyone expressed dissatisfaction with the course of events. There was also little knowledge outside the conduct staff about how the conduct process actually functions. Highly placed faculty, MSS staff, student leaders on campus, including officers of the Associated Students of WSU Officers, and others were not familiar with the conduct board process. This information is disseminated in Student Handbooks to incoming students and is accessible on the WSU web site, but people are not actually familiar with the process.¹⁶

The conduct staff feels that they were personally attacked; "abused"—in the words of one employee—by members of the Comparative Ethnic Studies faculty and some of the MSS staff and students, who wished to see the process fail in order to further political agendas of their own. Though the University administrators directed the conduct staff to stick to their process, the level of scrutiny was such that they were not able to follow their regular protocols. In addition, they are aware that many people perceive their process as being a failure, although they believe the structure is sound and that they fulfilled their duties in good faith and professionally. It appears they were excoriated for attempting to conduct their duties fairly to all sides and for observing the confidentiality requirements as they understand them.

The administrators, including the President and his top cabinet members, expressed sadness and frustration that the process was so disruptive and polarizing, and that their efforts to address the concerns and feelings of the affected people were generally rejected. They also described the experience as consuming enormous quantities of time and resources which detracted from their core duties, particularly in the areas of promoting diversity, because of the need to constantly be in crisis response mode.

¹⁶ The lack of retention of knowledge regarding the process is not necessarily inexplicable, in that there is a lot of information to absorb for a newcomer to campus life, and no particular reason to familiarize oneself with the conduct process unless one is affected personally by it.

Steven Bischoff, staffer at MSS, stated he lost faith in the process from the first meeting with Ms. Voss and Mr. Marczynski on February 9, 2005, upon hearing from them that the conduct process is an educational one. He felt the results should be more punitive, as did Ms. A, in meetings and emails transmitted widely on and beyond the campus community, and, to a lesser extent, in interviews with the Task Force members. It appears to have been the position of many of those students and some of their staff and faculty supporters that the conduct process, which averages up to two weeks to complete an investigation and has a range of potential sanctions, reserving expulsion for only the most serious offenses, was itself unacceptable. The process is, however, as described above and is defined as chiefly an educational one. The process, and its goals and values, were rejected by many at very high volume and in multiple arenas. (See, for example, the events of February 9, 2005, in above chronology.) It is impossible, therefore, that even the most scrupulous and exacting application of the code could satisfy its critics who fundamentally disagreed with it. Though no one was actually able to articulate clearly what the oft-demanded "zero-tolerance" is composed of, it appears to be a demand to accept allegations of racial bias or discrimination at face value and to summarily expel anyone so accused, without any examination of the truth of the allegations, the motivations of the actors, or the magnitude of the offense.

Everyone outside the conduct staff expressed confusion and at least retroactive regret that the matter was not heard before a Conduct Board. Multiple faculty members and students expressed the importance that such a Conduct Board include student participation, and that the adjudicators have publicized expertise in areas of racial sensitivity and awareness. (In the latter regard, however, all three of the student conduct staffers relayed they do have specific training and personal experience in such areas, but this is not known to the larger community.)

Ms. A stated that from her first arrival on campus, her mentors explained that she could not trust the administration, and she has a high level of suspicion regarding any statement or action by the University. This perception of Ms. A's perspective was reflected by Manuel Acevedo, and described as relatively widespread by a number of faculty and University staff. Though she noted to members of the Task Force that she was difficult to contact, Ms. A felt excluded from the student conduct process and also felt the outcome was incorrect factually and unfair. She has also stated she felt very exposed to media and other interests, although, paradoxically, she vigorously initiated media attention, at least via email.

Ms. A also has expressed the unrealistic belief that the administration and the President in particular can and should be able to prevent all acts of racial antagonism by other people on campus.

Mr. D and Mr. E felt they had participated and cooperated in every way possible with the process, and yet the people accusing them were unfairly allowed to avoid the process, to resort to the media and public pressure. Consequently, Mr. D and Mr. E feel they are still commonly perceived as being guilty of the allegations, even though they were cleared by each process, police and University, that was conducted. They also felt the process took too long, and wish that the University stood by its process and results more unequivocally.

Manuel Acevedo and Ms. C stated that, in retrospect, at the time of the core incident, they should have simply walked out to the hallway and told the students their actions were unwelcome. Their recommendations to the Task Force included the proposal that relationships between all parties be strengthened to heighten the possibility of actual dialogue to resolve

differences. Virtually everyone interviewed, including the President of the University and members of the conduct staff, expressed regret that a more direct, personal resolution was not possible earlier in the course of events.

An unattributed "History" of alleged instances of bigotry and violence on campus, described as rampant and largely unaddressed by the campus authorities, has been broadly disseminated both on campus and beyond (a version is attached). Many people have operated on the unquestioned assumption that this account is factually accurate. The Student Conduct staff has records reflecting responses and investigations that were made of many of these incidents that could hopefully lower the level of outrage over the accounts, but has not done so because of a belief that they are entirely prevented from doing so by the constraints of privacy law (FERPA). The Task Force's understanding of the law is that there is a great deal of latitude to permit more information, without violating individual privacy rights, and that it is essential that the ability to share this information be re-examined in light of the community's legitimate concerns.

The alleged lack of action by the administration to address incidents of hate/bias has caused some students to resort to self-help remedies instead of relying on conduct proceedings. The Task Force perceives that the public humiliation inflicted upon Mr. D and Mr. E by the posting of accusatory fliers and accusations of bigotry at the basketball game were serious transgressions of civility and, quite possibly, of WSU's Conduct Code. This was virtually unaddressed, apparently because the University authorities were effectively intimidated by the radicalism of those protesting issues stemming from the core incident. It is unfortunate that such an apparently unjust result would pertain.

Some of the faculty appear not to have assisted the University or the students in exercising rights and process under the student conduct procedure. Boycotting or politicizing a process is not participating in it. If the process is inherently not equitable, or designed to arrive at pre-determined results, one can imagine not participating in it. This review did not find support for that conclusion, however. Before a process is criticized or rejected, it should be, at a minimum, understood. If the process is essentially sound and provides basic due process, it should be participated in. Increased transparency in the process would assist, as well as a willingness on the part of critics to view the system fairly and openly before concluding that it is broken.

B. Structure and Goals of Student Conduct Process

WSU's Standards of Conduct for Students are established under the Washington Administrative Code (WACs), at WAC Title 504.24 and following. WAC 504-25-200 provides "The university's disciplinary process is educational, but students can be suspended or dismissed for serious violations of the standards of conduct."¹⁷ Accused students' rights are set forth under WAC 504-25-201, and largely dictate the process that the Student Conduct staff must follow. The Conduct Code-- termed "Conduct Regulations" in the WACs-- is set forth under WAC 504-25-001 and following. The section starts with definitions, addresses academic dishonesty, and then goes on to define violations under the titles of "Discrimination" (WAC 504-250-020),

¹⁷ The insistence in the WAC that the Conduct process is "educational" rather than punitive might bear re-examination for intellectual honesty, if nothing else. While the primary purpose of an institution of higher education is, of course, education, it can appear disingenuous to disavow any punitive intent or impact upon a process that includes penalties that, as a matter of fact, amount to punishment.

"Harassment" (WAC 504-25-040), and "Malicious Harassment" (WAC 504-25-041). Note: Some students expressed the opinion that academic violations are emphasized whereas bias incidents are not. WSU is an academic institution, focusing primarily on its identity as such. The primary focus, even structurally in the WACs, is necessarily on educational issues. As an example, arson would be highly disruptive to campus life, and would be a violation of the Code of Conduct, but arson is not highlighted in WSU's discipline structure. It does not follow that the administration does not take arson seriously.

The functions, jurisdiction, purpose, and philosophy of the Student Conduct Board are set forth in its training manuals (example attached). Flyers outlining these core directives are provided to students, parents, and the community. Training is conducted and it appears that the conduct staff is dedicated to faithfully fulfilling the directives set forth for them. How, then, could it be that the process in this instance was such a uniformly disappointing experience?

C. Appropriate Disclosure under Family Educational Rights and Privacy Act (FERPA)

1. Introduction – What is FERPA?

FERPA is an acronym for the Family Educational Rights and Privacy Act, codified in 20 U.S.C. §1232g. The purpose of this federal Act in a university context is to protect a student's privacy interest in his or her "education records." This term is broadly defined as records, files, documents, and other materials, which contain information directly related to a student; and are maintained by an education agency or institution or by a person acting for such agency or institution. A university is prohibited from disclosing any "education records" or "personally identifiable information" from such records unless prior written consent of the eligible student is obtained. There are only a limited number of specified circumstances when an education institution can release information without prior written consent.

Section 99.3 of the regulations defines "personally identifiable information" as information that includes, but is not limited to: the student's name; the name of the student's parent or other family member; the address of the student or the student's family; a personal identifier, i.e. social security number; a list of personal characteristics that would make the student's identity easily traceable; or other information that would make the student's identity easily traceable.

Many in the legal profession feel that this law, while serving an important function by protecting the privacy of students, is limiting in other respects. For instance, because student disciplinary proceedings are considered a part of the student's education record, information from the record cannot be disclosed. Congress has not determined that an exception for disciplinary proceedings should be exempt from FERPA, so apart from the narrow exemptions, a waiver by the eligible student is required before any information can be released.

2. Implementation in the Core Incident

In this instance, waivers were not signed by the students until findings were made by the conduct officer. In the entire period prior to that, the only source of information available to

the public was the police report, which is exempt from FERPA and is a public document. The statements made by the accuser in the police report became the basis of information that was disseminated widely in the campus and off-campus media. All too often, what is alleged in a police report becomes engrained as fact in the minds of observers. The administrative hearings decision did not publish findings of the incident, and it is unclear how the three-member board (made up of staff from the Student Conduct office) made their decision or grounds for their decision. Also, the activist measures of disseminating the allegations as fact led to their acceptance as fact, even in the broader community beyond the campus. Some of the demands for change stated to the University are grounded in the assumption that the allegations were entirely true and supported by evidence.

The limitations placed on WSU by FERPA severely inhibit its ability to share any information that could shed light on what the facts of the case are. Though this incident should have gone onto a full Conduct Board hearing, the record of such a hearing and any investigation done on its behalf could not have been disclosed.

There were several events in which an overly strict adherence to FERPA may have been detrimental. For example, the widow-tapping incident at the MSS (see timeline) could have been explained in a way to put students' minds at ease. Here, if the conduct offices had redacted the personally identifiable information related to that student, they could have disclosed the fact to Ms. A that the incident was not backlash or related to the athletes.

3. Implementation in Broader Context

While FERPA does place severe limitations on the information that the University can disclose, it does not prevent the University from stating that it is taking action or investigating a certain incident. Many in the community respect the fact that the University must obey the law. However, it is the perception of inaction and bias that contributes to much of the misunderstanding. Because there at least one University official (the head coach) spoke out on behalf of the players, there was a perception of unequal favorable treatment towards the basketball players by the University. The perception became: Why, in the dearth of information, was a University official making statements when no comment had been issued by the Office of Student Conduct? In part, this perception is based on a lack of understanding of how power is decentralized in a large university.

Free and open speech is highly valued, and speech limitations are frowned upon. As custodians of facts following an investigation, student conduct staff are in a position to substitute facts for rumor and supposition. Their duty to the larger university community, and indeed in preventing future perceptions of bias, would point toward more dissemination of basic, non-personally identifiable facts, and away from a cloaked process which is detrimental to their and the system's own credibility.

There has been a litany of events (referenced previously in this Report) which have occurred in the past and allegedly illustrate WSU's non-action. WSU, through its Student Conduct Office, has investigated many of these alleged incidents and acted upon them. However, because of FERPA, none of the findings were made public. Calls for action

appear, therefore, to remain unanswered, which perpetuates the perception that the University is indifferent about incidents of racial harassment.

4. Legal versus Educational Issues

The campus judicial process should be an educational tool for the student which may carry with it consequences, corrective actions or amends. Though a particular act may not be a crime, the University can still view the violation as egregious, against the core values of the community, and disruptive to the educational process for students. These principles of conduct should include bias-related incidents, which should be seen by the campus community as breaches of standards of civility and equity. This view should not be in conflict with the need for due process. The threshold determination is whether the conduct occurred as alleged. If it did occur, such conduct is taken seriously.¹⁸ Even in cases where there are not publicized findings, the process should illustrate how the values of a community are jeopardized or comprised by acts of race or racism. At this point, determination of a sanction in the case of violations of the conduct code is often up to the individual judicial officer or the hearing board. Such consequences should always account for the impact on the larger community.

V. THE RESPONSE OF THE ADMINISTRATION

A. Expectations of the Administration and the Administration's Reactions to Those Perceptions

Members of the Task Force perceived a widespread lack of understanding of the actual, functional dynamics of how the WSU administration operates. Some students, staff, faculty, and off-campus observers evinced the belief that the University President operates, "Wizard of Oz-like," as the "man behind the curtain" who is able to control all aspects of the campus. Consequently, virtually every aspect of campus life that is unsatisfactory has been attributed by some to the President's inaction, indifference, or worse, alleged malicious design.

B. Reactive Response by the Administration to Issues of Diversity

Multiple programs, commissions, committees, and initiatives have been set in place in reaction to stated concerns about diversity issues. Some committee members addressing the Task Force articulated confusion over their own roles and the manner in which they should interact with like-minded components of the campus community. The Offices setting these groups in place have articulated the desire to allow them to operate independently. Diversity proposals are sometimes discussed but are "shelved" by the administration without consistent implementation, monitoring, and evaluation. There appears to be a lack of assessment and goal

¹⁸ To the extent the concept "zero tolerance" was meaningfully articulated to the Task Force, it means, as Ms. A stated, the establishment of a campus climate where the dignity of all students, regardless of race, is highly valued. No bias incident should be considered so insignificant as to be unworthy of response. The concept of zero tolerance is discussed in more detail below.

attainment. (There is a perception, for example, that studies have been done and not necessarily followed up, such as the Council On Campus Climate Plan Of Action, April 24, 2001.)

Members of groups charged with such tasks should take the initiative to coordinate with each other and to consult centrally with the Office of the Vice President for Equity and Diversity for assistance in continuity and effectiveness. The reactivity of the University results in part in student and faculty perceptions that the administration responds with damage control and the stance of “we know what is best.” There is a perception of a “top-down” approach to handling issues of diversity with little to no feedback from the University community. The University has, however, long-term employees with a wealth of institutional history and experience in addressing these issues. A sincere and thorough-going use of channels of communication is required to change that tendency. On the part of disaffected students and faculty, the willingness to *allow* the University to “do the right thing” must be extended for any possibility of success of their stated desire to be included and not “marginalized.”

VI. PROBLEMATIC STRUCTURAL ISSUES

Some Structures Which Could be Useful Lack a Clear Path or are Disengaged from Racial Issues

A. Nature of University Structure and Resources

There may be a lack of persistence and adequate funding for programs and structures created to address some of the issues that make them less than successful. The structure of most colleges and universities is unlike many other organizations, as they are “loosely coupled”. This means that as an organization, though there appears to be a hierarchal structure (i.e. president, vice presidents, deans etc.), there are essentially various groups (i.e. students, faculty and administrators) who are engaged in making decisions and developing different solutions and taking action. The core incident and what followed is a prime example. The “nature of the organization” therefore has limits.

The Task Force has observed that:

1. Various entities often do not communicate directly (and in some cases do not share the same language) or talk across the groups.
2. These groups take action and make decisions without consideration of the impact that action has on others.
3. The assumption is nurtured that an issue or problem belongs to another group or that another entity has the capabilities or resources to address adequately the issue or problem.
4. A volatile issue can become an orphan and left until one group can recognize negligence by another group or the institution as a whole.

When the recent budget crisis hit higher education in the State of Washington, institutions were faced with deep cuts. Often valued programs were cut completely, reassigned or reprioritized as administrators were faced with protecting the core of the institution, which is instruction and research. Discovery that the accused people in the core incident were athletes,

concern was heightened because of the perception that the athletic department has been favored in funding over other aspects of the University. This perception probably colored assumptions about the culpability of those accused, quite apart from who they are as individuals.

B. Relative Lack of Provost, Ombudsperson, Deans Role in Promoting and Supporting Diversity

The entities appear to be relatively uninvolved in solving the problems identified, although they are nominally charged with an important role. The Provost is the chief academic officer, and could play a more important role in the diversity course issue. The Ombudsperson has the premiere alternative dispute resolution role at the University, and could help resolve issues before they go into formal processes. The Deans lead their colleges and departments.

C. Some Structures are Not Held in Respect by Activist Students and Faculty

There is a perception among some students and faculty that position of the Vice President in the Office of Equity and Diversity and the Vice President's position at the University are "cosmetic." The Vice President for Equity and Diversity is harshly criticized for not being the product of a national search. Because they feel they were not included in this process, some students of color respond by criticizing all initiatives the Office engages in, instead of assisting in its goal of promoting diversity, which is a self-destructive pattern. The University has the discretion to appoint positions without a search and has done so in a number of units. It is not fair if only the "ethnic" appointments are scrutinized and criticized for this, and this unbalanced criticism reflects the general need for a better understanding of the overall functioning of the University system (referenced below).

D. Views of the AAPI Community

There are many groups that constitute "the Asian American/Pacific Islander" (AAPI) community in the state (and nation). Even within existing community groups there are subsets and individuals with divergent views. As a historically discriminated against group, especially on the West Coast of the United States, it is understandable that AAPI's should have heightened sensitivity to perceived discrimination and anti-Asian bias and acts. A traditional route to success in America is education. WSU, as a long-standing venue for realizing such opportunity and the fear of the cutting off such a path to success can understandably lead to heightened concerns and anger in the API community.

There have been many expressions of concern by API groups about the core incident and its aftermath, which positively reflect the high level of vigilance that the community maintains regarding the well-being of API college students. The information made available to the broader community and in particular that which was disseminated narrowly to the API community, however, tended to be one sided and incomplete. The highest volume of information disseminated to the API community, chiefly through emails, offered as conclusive reality that alleged racist incidents occurred and that the administration failed to respond or responded improperly. One of these emails included the police report, which became the basis of factual conclusions, and a letter from students listing past acts of harassment. The tone of these

communications was purposefully incendiary and inciting; a student letter even referred to the athletes several times as “terrorists.”

In addition, due in part to the limitations placed by FERPA and the one-sided information disseminated, full information was unavailable from the beginning. Even CAPAA’s report to the Governor, while meant in part to be a fact-finding mission, focused only on the MSS students and administration and was not a full-blown investigation, yet that report became viewed as a source of authority that racial harassment had in fact occurred.¹⁹ The combination of the issuance of the poorly-worded conclusions about the Student Conduct Office adjudication, the purposefully incendiary emails, subsequent statements by the head coach, selective statements taken from the police report, and the un-rebutted allegations by student groups, contributed in presenting a one-sided picture which was difficult to refute.

In this atmosphere of incomplete information and distrust of the administration, it was difficult for community groups to calibrate an accurate response. The typical communication to the administration from community groups consisted of demands for change and action, after having concluded that racial harassment had taken place and that nothing was done about it. A regularized means of communication with the University, such as access to the Diversity Update as noted above, and the cultivation of productive, honest, and constructive personal relationships will help greatly.

VII. RECOMMENDATIONS

A. University Administration 101.

A resource and dissemination plan should be developed and implemented to explain the institutional functioning of the administration in its policy, planning, and operations. A roadmap illustrating how the University operates would be useful, showing the various venues for redress of grievances as well as lines of authority for decision-making to be positively assisted or petitioned.

B. Student Conduct Process

According to interviews with the Conduct Code staff and in consideration of the documentation provided (see attached Sanctions and Incident Summaries), the great majority of issues addressed by the Student Conduct process are concerned with academic violations, alcohol violations, and petty interpersonal disputes, none of which generally significantly concern the larger community on and off-campus. In the majority of situations, it appears that the Conduct Code process functions well in satisfying its stated purposes and policy. The Code is organized along a nationally-recognized model, and is acknowledged for its proficiency in achieving its stated goals. For the most, those goals are best achieved when the Conduct Board staff is permitted to operate with autonomy, according to the provisions of the WACs and without “political” interference.

¹⁹ CAPAA’s early intervention served the more primary purpose of providing support for the API students who were indicating distress.

In other types of disputes that implicate violations of the code, however, more integrated attention needs to be made, on a regular basis, by key members of the administration and those executing the code. In circumstances that are likely to implicate broader sections of the campus community, a broader set of concerns should be taken into account.

1. Prior to Engaging in the Conduct Process - Options for Dispute Resolution

All members of the WSU campus, but particularly the administration, faculty, staff, and graduate student assistants, should have a clear understanding of the options on campus for dispute resolution and, in any crisis situation, be ready to present these options to those in need. This is not possible without coordination of programs and the development of relationships and lines of communication among all levels of the campus population, vertically and horizontally, and over time.

2. Inform Student Reporting the Incident of the Minimum Standard of Due Process

In any instance where the Code is specifically enforced, the student conduct staff should clearly educate and inform students of the minimum standards associated with the student conduct hearings process (i.e. discovery, adjudication, and remedial measures and consequences). This information is included in the Student Handbook. Transparency of the student conduct process should be a high priority for the Office of Student Conduct. Students and others who avail themselves of this service should commit to listening to and understanding this information or the process cannot properly function.

3. Administrative Hearing v. Council Hearing Determination

The student conduct process should clearly explain when and under what circumstances an allegation will go to the administrative hearing process or to the general council process for adjudication. The present case involving a student's allegation of harassment and discrimination by another student at WSU should probably have gone to the Student Conduct Board process for adjudication by their peers, and members of the faculty and administration. The reasons for not so doing should have been discussed among the affected units, which may have changed the forum, and the decision should have been explained publicly whether or not the decision was changed.

4. Investigations of All Harassment and Discrimination Incidents

All occurrences and allegations of harassment and discrimination on campus based on race, national origin, gender, religion, sexual orientation, disabilities, etc. should be addressed independently by the Center for Human Rights (CHR). The WSU Police Department and the Office of Student Affairs should immediately report incidents to the Center for Human Rights to investigate the occurrence or allegation. The CHR should actively participate in the process by which such incidents are adjudicated.

The Office of the Vice President for Equity and Diversity, the Office for the Vice President for Student Affairs, and those directly engaged in these cases need to play close attention to some concerns in the creation of this special arena for one particular category of conduct code violations. Is there a compromise of the appearance of fairness if CHR both

investigates and adjudicates case? Can the CHR assist in training the Conduct Office? If the student conduct office is to do its job with integrity, it must closely coordinate with CHR. Fairness does not allow an investigative and adjudicatory body to unquestioningly accept the investigation and recommendations done by a separate entity, unless there has been an agreement that the first body is responsible for the investigation. Obviously, this is a developing area of cooperation, and close collaboration between the units is essential. And, very importantly, as CHR is given this higher level and quantity of responsibility, its resource allocation should be commensurate with that level and quantity for it to carry out these new obligations.

5. Discrimination and Harassment Policy and Procedure

Similar to the alcohol and drug policy established in the Student Conduct Handbook, there should be a clear policy on how allegations of discrimination and harassment should be handled and guidelines enunciated according to the degree of severity. Currently, there are no policies that address incidents of discrimination and harassment in a clear and systematic manner. The policy should allow for flexibility to do justice in individual situations, yet have sanctions clearly based on the severity of the incident. The Student Conduct Handbook should make it clear that harsher penalties such as suspension and expulsion from school may be used in severe incidents of discrimination and harassment. Typical standards for judging discrimination incidents include frequency, egregiousness, pervasiveness, and creation of a hostile learning and living environment.

6. Mandatory Harassment and Discrimination Training for Conduct Officer and Student Conduct Board Members

Specific and well-publicized training should be the norm for conduct officers and student conduct board members who handle issues of hate/bias, discrimination and harassment. Proper training should include handling issues of hate/bias crimes, malicious harassment, FERPA, sexual assault, etc. The minority student population, appropriate divisions and individuals within the University, and community groups should be included as resources to give the process legitimacy and credibility. While supplemental training might well be appropriate, the conduct officers do have training in areas of cultural competence. These strengths should be stressed and spelled out, and supplemented and further legitimized with input from community and student groups.

7. Inform WSU Community of Policies and Procedures regarding Discrimination and Harassment

The policies and procedures of the Student Conduct Board should become more transparent and unambiguous to the public on handling incidents of harassment and discrimination and its rationale and decisions.

8. Establish and Support Alternative Dispute Resolution (ADR) Programs

Alternative dispute resolution is any procedure that is used to resolve issues in controversy, including but not limited to, conciliation, facilitation, mediation, fact-finding, mini-trials, arbitration, and use of ombuds, or any combination thereof. All these techniques have the goal of emphasizing the relationship between the parties, respect for the individuals involved, and permitting those involved in a controversy to have a voice in creating their solutions. These techniques involve a neutral third party, a person who assists others in designing and conducting a process for reaching agreement, if possible. The neutral third party has no stake in the substantive outcome of the process. Depending on the circumstances of a particular dispute, neutral third parties may be employees or may come from outside the organization. Typically, all aspects of ADR are voluntary, including the decision to participate, the type of process used, and the content of any final agreement. In some cases, some ADR techniques (such as facilitation, mediation, and fact-finding) are used to facilitate public involvement in decision-making by creating ownership for conflict prevention, management, and resolution at various levels, including use of a protocol everyone understands.

The precise forms of ADR that work best for the WSU community will be best recognized and developed by those living and working there. Some disputes between students can be more constructively resolved by training students to mediate and resolve issues among themselves. This program would empower students to participate in handling issues of conflict in a healthy and non-adversarial manner. It would be useful to institute an ADR system prior to a formal student conduct process. It would create ownership for conflict prevention, management, and resolution at various levels, including use of a protocol everyone understands. Some theories and examples follow.

- a) Transformative mediation [Transformational mediation] is a model of conflict resolution that values both personal strength and compassion for others as well as viewing conflict as an opportunity for growth and mutual gain. The transformative mediator works to help the parties gain a greater sense of their own capacity to effectively deal with their conflict and an increased understanding of the other parties' perspective on the conflict. The concept is that, in addition to the goal of agreement, it is appropriate and desirable for mediators and mediating parties to have additional goals, such as empowerment and mutual recognition.

Transformational mediation is especially suited for highly emotional issues such as employee-management relations and has been highly successfully used by the US Postal Service and adopted by many other major employers. It is a distinctive approach that concentrates less on settlement than on transforming the disputants' views of themselves and their dispute. 'Transformation' of the conflict is measured by the disputants' capacity to assert their own points of view while recognizing that other parties may entertain different ones.

- b) Restorative justice is a philosophy for the delivery of justice that seeks to address the harms to victims, the community, and offenders arising from crime (in contrast to traditional "retributive justice," which focuses simply upon adjudicating and punishing offenders). It refers to bringing together victims, offenders, families, community members, law enforcement people and others into a voluntary process that can help

both victims and offenders. Participants talk about the harm an offender has done and what amends would help. Offenders may realize how they have hurt individuals, families and communities. Restorative justice processes have various forms and names: victim offender mediation, restitution, community service, group conferencing, sentencing, or peacemaking circles.

- c) Conflict Resolution Program. In the past, the Conflict Resolution Program mainly handled interpersonal conflicts in the workplace, classrooms, and living environment. Currently, this program is in transition but should be considered an important option to resolve conflict. Currently, there are two staff members in the Office of Equity and Diversity who are certified in mediation; however, there is no specific conflict resolution/mediation program. There should be a cadre of individuals across the campus trained in mediation. The campus-wide training will serve to provide more comprehensive and focused efforts on resolving conflict at its lowest level.
- d) Conflict Resolution Training. The administration is currently developing a Prejudice Reduction with Conflict Resolution training program. The Task Force would like to see this training involve students, faculty and staff and have on-campus trainers who can promote and educate the campus community in conflict resolution.

C. Establish a Bias Response Incident Protocol

The University should consider developing and implementing a Bias Related Incident Protocol and Team, which would supplement the work of the Center for Human Rights and provide a defined communication forum. This team could be comprised of members of the University community, including students, staff, and faculty, who are called in when there is an alleged incident of bias. This group would be able to articulate to the community what happened and assure the community that the incident is being addressed. Also, the team would be able to work more directly with those communities impacted by the incident as well as encourage dialog and direct educational forums. This could offset some of the more incendiary and emotional impacts of an unfettered media, without muzzling that media. A protocol would allow for more coordinated efforts between University offices regarding their policies and practices and facilitate stronger communication. In the stress of the immediate aftermath of an incident, the resources available to those affected should be clear.

D. Establish a Diversity Education Program

In Appendix 7, the University has listed a wide variety of programs oriented toward diversity and inclusion. The Task Force's drawing attention to the programs listed below is not intended to disparage any programs that are successful. We recommend, however, that these programs be considered critical to the University's mission, and that they be monitored and evaluated for success.

1. Diversity Education Program

While WSU holds programs and activities that embrace diversity, it could do more to educate students on these matters through discussing subjects of discrimination, harassment, intercultural communication, behavior, and relations (i.e. intersections of race, nationality,

gender, sexual orientation and disabilities). The program should also address issues of harassment, discrimination, and institutionalized “-isms” that face the WSU community. The Dialogue Program (a peer-to-peer diversity education program established in 1994 at WSU which no longer exists) would be a possible model to consider for a program to encourage students to address campus climate issues. The Diversity Education Program could also be responsible for providing programming for the new student orientation and for the residence halls and Greek system. It was reported to the Task Force that in the fall, the Office of Equity and Diversity will be implementing a new program created by the National Coalition Building Institute. This program teaches a model for campuses and communities on (1) prejudice reduction and (2) the controversial issues process. It also has a leadership development program which provides advanced training in conflict resolution skills. The Task Force is encouraged that the University has taken the initiative to develop a training program in this area of diversity.

2. Diversity Training for Freshman Orientation

Proficiency in intercultural communications and cultural competency is an important component of a university education. The Task Force recognizes that most learning occurs from interactions and experiences outside of the classroom. WSU has a number of successful freshman orientation programs such as Alive! and University 100 which would be viable means to facilitate various discussions and understanding of diversity.

3. Promote Cultural Competency/Sensitivity Training

Cultural competency and sensitivity training should be required for all administrators, faculty, staff, and law enforcement officers, especially for individuals who work with students on a daily basis. Training should include how individuals should respond appropriately to incidents of alleged discrimination and harassment and how to foster intercultural relationships in a learning environment. University employees who work with students in a living, classroom, or employment setting should attend mandatory harassment and discrimination training periodically, so that new ideas and learning can be explored. Such trainings should be included in the new employee orientation and training. Specific training should be designed for faculty to be used in classroom settings, highlighting strategies for facilitating difficult conversations, interventions when students may exhibit discriminatory behaviors, and ways to ensure that classrooms are fair and equitable. Each of these entities should receive training in FERPA as well as the conduct code. Student leaders, particularly those representing groups likely to be affected, should have the opportunity to be consulted and involved in the formulation of this training.

4. Continuous and Integrated Diversity Training

Diversity training should not be viewed as an isolated subject but rather is more effective when integrated throughout the academic and extra-curricular experience at WSU. Diversity should be developmental and ongoing throughout the student’s experience at WSU.

5. Encourage, Normalize, and Promote Dialogue on Sensitive Issues

Discussion of these topics should not be reserved for times of stress and antagonism. Models of community dialogue such as Study Circles that existed and functioned successfully on campus previously should be reinvigorated. If successful, they can serve the function of creating the relationships and vocabulary that the entire community needs to successfully confront the challenges that a changing demographic inevitably brings.

E. Role of the Center for Human Rights

The Center for Human Rights (CHR) should be included in the review and processing of all harassment and discrimination investigations at WSU. It currently has a limited role and responsibility in conjunction with the student conduct process. Because of concerns outlined above in regard to this new role for the CHR, it is essential that this process be developed carefully and collaboratively, so that the conduct process as defined in the WACs is not contradicted or undermined, and those implementing the various programs understand how their actions affect each others' duties. All specific recommendations below are made in light of this proviso, and are not to be considered binding on the formulation of a working partnership.

- 1. Enhance the Investigatory Process.** The CHR should create specific objectives and goals of the investigatory process for all alleged harassment and discrimination occurrences and allegations on campus. This will add a perspective and focus that will enhance and inform the general conduct process in dealing with issues of bias and discrimination.
- 2. Comprehensive Report on all Allegations and Occurrences of Discrimination and Harassment.** To provide a more verifiable barometer of the actual occurrence of bias and discrimination incidents on campus, the CHR should submit a report of all allegations and occurrences of discrimination and harassment to the President's Council and the Board of Regents. This report should include all pertinent statistical data available, as well as specific occurrences of discrimination and harassment. This report should be distributed to the WSU community and all interested parties.
- 3. Handling of all Discrimination and Harassment Incidents.** The Center for Human Rights should be the primary office to handle hate/bias incidents, having at a minimum a consulting role in any incident, even those viewed as plainly criminal.
- 4. Encourage Reporting of All Discrimination and Harassment Incidents.** The Center for Human Rights and the entire administration, faculty and staff should commit to educating students, faculty and staff of their responsibilities to report all incidents of alleged harassment and discrimination that occurs on campus to the CHR. The Task Force has found a number of instances where students were unaware of CHR's role to investigate discrimination and harassment on campus.

F. Responsibilities of Law Enforcement

- 1. The Hate/Bias Hotline** should be answered independently from the Police Department.

2. **Protocol Training.** There appears to be a need for a training protocol for campus police and other law enforcement officers in handling such incidents. While an incident may not constitute a crime as defined by Washington State law, it may well constitute a hate/bias incident that violates WSU's Conduct Code. The protocol for sharing reports of such incidents with the Conduct Board and the Center for Human Rights should be clear and consistently followed.
3. **Bias Awareness Training.** Law enforcement officials should have knowledge, training and awareness of laws about discrimination and harassment.

H. Addressing Campus Climate

There is no easy means of assessing and promoting a healthy learning environment that encourages positive interactions among students. It is the responsibility of all students, faculty, staff, and administrators to foster with good faith dialogue and participation on campus that values and embraces diversity. Regularized channels of communication, even on sensitive topics, must be nurtured.

In connection with the core incident, some students and apparently some of their mentors protesting or reacting to perceived inaction by the University authorities acted in fairly extreme fashion, sometimes with a significant failure of civility. Such incidents as the posting on campus of flyers bearing the faces of the two accused students with inflammatory accusations and the demonstration at the offices of administrators who expressed readiness to dialogue with the students may reflect an undergraduate penchant for revolutionary drama more than anything else. The alarm of supportive groups and individuals beyond the campus may have been heightened more by the volume and heat of the rhetoric employed than by the merits of the substantive wrongs articulated.

WSU's situation is not necessarily unique. For example, in 1998, the Washington State Board for Community and Technical Colleges; Education Division surveyed students about the supportive climate on campuses. Students were asked five questions related to the campus climate. Three of these questions related to how many instructors, support staff and other students were supportive, approachable and helpful. While the majority of all students, regardless of race and ethnic background, reported that most staff, students and faculty were supportive, more than 500 students reported that few or none of the other students, faculty or staff were supportive. Students of color were most likely to report that few or none were supportive, with Asians reporting this lack of supportive response at the highest rate. Some 15 to 16 percent of the Asian Americans who responded to the questionnaire reported that few or none of the staff were helpful or supportive. While the percentages who reported few or none of the others at the college as supportive is small, the race differences suggest that students of color feel less supported than do whites.

Virtually every witness on campus interviewed by the Task Force was asked whether he or she personally experienced or witnessed racist or discriminatory behavior at WSU. The most severe incident relayed in response to this query was the experience of one student who suffered the noxious experience of being subjected to racial epithets by unidentified, apparently drunken partygoers. The other incidents reported as actually experienced by the individuals can fairly be described as relatively minor, though still problematic. (For example, one person stated that an

unknown person misspelled "Asians Go Back" on a poster at the MSS. On a DVD of "student testimonies" prepared during the time considered in this review, an AAPI student complained of being the only minority student in a particular class.) CHR's centralized collection of bias-related information, a more careful application of FERPA, and the composite of improved communication and dispute-resolution channels can all contribute to a more constructive and accurate reflection of hate and bias issues.

After interviewing several students, faculty, staff and administrators at WSU, the Task Force has drawn up the following recommendations on how better to encourage a healthy learning environment at WSU. These recommendations, however, are not a comprehensive list. Members of the WSU community will undoubtedly suggest other solutions, which may be more suitable for the WSU community.

1. Campus Climate Survey

WSU should consider administering an all-campus climate survey to identify the specific issues of hate, bias, and harassment based on race and national origin. The University conducted a Climate Survey which addressed the general climate on campus, but which lacked credibility with some students and faculty because it reflected the opinions of the majority, the bulk of who are non-minority. There is some feeling that minority perspectives were lost in the methodology of the survey. As in most surveys, the methodology and limitations on interpretation need to be carefully explained. A new survey can be useful in determining whether WSU has met its diversity goals and plans outlined in the Strategic Plan for Diversity at WSU and in creating future initiatives on campus.

2. Perform Exit Interviews of Minority Students, Faculty, Staff and Administrators

It would be useful for WSU to conduct exit interviews for members of the student, faculty, staff, and administrators regarding their "WSU experience," which should include topics of diversity. Exit interviews may provide WSU with insight about the campus climate and relations on campus. Data drawn from the exit interviews could be included in the Vice President's report to the Regents annually.

3. University-wide Diversity Initiative

Diversity goals and strategies are the responsibility of all colleges and departments in changing the campus climate. Each college and department should review the University's Strategic Plan for Diversity and incorporate those areas of focus into its own specific diversity action plan.

4. Focus on Transparency in Recruitment in Administrative Positions

The Task Force recognized an overall lack of trust inside and outside the University, particularly regarding the recruitment of faculty and administrators for positions which address diversity on campus. A repeated theme articulated in this respect from some observers on and off the campus is that direct appointment to key administrative positions without a national search and without articulation of why the decisions were made or consultation on such issues by those affected, diminishes the legitimacy and effectiveness of

those appointed. Another perspective on this issue is that some critics of the administration have an imperfect understanding of how a university actually functions. This criticism could apply to direct appointments to many positions at the University, not just those concerning diversity. It is not evident that those levying this criticism are themselves familiar with the normal processes of appointment and structuring in the University as a whole. They may, consequently, over-inflate the significance of the appointment process in the units under scrutiny. Nonetheless, in highly sensitive positions, such as the Office of Equity and Diversity, it is inevitable that a great deal of interest will be focused on how those duties, and it is incumbent on the administration to lend support and credence to those appointed to such positions by being as open and explanatory as possible about the validity of decisions made.

There have also been concerns stated by some students that individuals appointed by WSU to handle diversity in recruitment may not have the necessary qualifications. Some students and staff interviewed assumed a lack of qualification without any basis that they could articulate, when requested by Task Force members. Increased dialogue on how these decisions are made and good faith in addressing these concerns are required on all sides. The flip side of this need for transparency is the need for students, faculty, and others seeking diversity to do what they can to constructively support those engaged in attaining those goals. Criticism and rejection of those charged with attaining and sustaining diversity, without more, is destructive of those goals.

5. Assessment and Evaluation of Diversity Goal Attainment

WSU is to be commended on its efforts to create comprehensive diversity goals for its community. However, WSU should focus on monitoring, assessing, and evaluating whether it has attained the goals in its strategic plan for diversity. The University needs to examine what has worked in the past, what is working now, and what does not work. Some of those with long experience at WSU believe that the University was more successful in the past at full integration of people of color throughout the University at all levels of responsibility, not just in units focused on diversity. This issue resonates with the “lack of institutional memory” problem. WSU should also create specific strategies for each goal, to be implemented with individual colleges and departments throughout the University.

6. Campus Participation in Diversity Initiatives

An integral part of diversity planning and initiatives is to elicit participation from the entire University community including students, faculty, staff and administration. An important goal of inclusion should be to foster involvement among a wider range of constituents to discuss and take part in the University’s commitment to diversity. Diversity is not just the interest of students of color, but critically depends on the involvement on non-minority students and staff, and the readiness of all concerned to communicate openly and to explore avenues to reach common goals.

7. Community Input on Diversity Initiatives

Since the harassment allegation in spring 2005, various community organizations and state officials have been concerned with how the University addresses issues of harassment and discrimination on its campus. The concern and dedication of those groups is manifest.

We recommend the University would do well to establish or emphasize its means of communicating its diversity goals and initiatives to the public, and receiving feedback on these issues. Such means could include public forums and discussion groups to discuss issues of diversity. The "Diversity Update" publication from the Office of Equity and Diversity could be made broadly available to interested community organizations.

Various AAPI organizations have shown interest in providing input from AAPI communities who understand the politics of identity and the dynamics of identity politics to assist the University on its diversity initiatives and recruitment of students and faculty to WSU. The University should request feedback and assistance from the community for support in its diversity initiatives. These communication initiatives, moreover, must effectively communicate with the intended recipients. Both parties to any communication must extend effort for that communication to be successful. Where the WSU administration holds out a hand, there must be some willingness to accept that effort - the administration must be allowed to try to "do the right thing" in order to have any chance to succeed.

As noted elsewhere in this report, the students and the administration have been using different means of communicating, and missing each other. To be successful, communication must be a mutual process, and disaffected parties need to be willing to listen and to be heard. (The University's Department of Communication could probably assist in developing a communications strategy that would meet the needs of the targeted groups.)

8. Accountability to the Diversity Strategic Plan

WSU has adopted a Diversity Strategic Plan which addresses issues of recruitment and retention of faculty, staff and students. The administration has a responsibility to ensure that the strategic plan is implemented in all areas of the University and assess its effectiveness by using benchmarks and targets to show measurable progress in the areas outlined in the strategic plan. Targets could include putting money and resources towards support system for students, implementing the strategic plan and raising money for minority scholarships. Accountability should also include holding deans and department chairs accountable for attaining benchmarks. As noted elsewhere in this report, all members of the Executive Cabinet have responsibilities for the critical mission of diversity.

9. Application of FERPA

The University should create a plan on how FERPA should be applied in cases of harassment and discrimination. FERPA is discussed in more detail elsewhere in this report. There needs to be a balance between student privacy and public safety. The widely-disseminated "History" of accounts of unaddressed bigotry on campus should be compared against actual records of the Student Conduct Department and, with the assistance of the Attorney General, accounts of whether incidents were investigated, whether suspects were apprehended, and other information regarding the resolution of these incidents should be as widely shared.

I. Communication

1. Campus Dialog Should Occur on Separateness Versus Integration/Assimilation Solutions and Approaches.

The MSS system as currently set up encourages ethnic and racial separateness as a vehicle for support, delivery of services, and creation of a safe place for racial and ethnic minority students. But that very separateness can help create the atmosphere of hypersensitivity discussed elsewhere in this report. For students and faculty of color to have the influence throughout the University that they desire, they must of necessity integrate themselves into the University's power structure. Integration is often considered on a par with inclusion. It is the bringing of people of different racial or ethnic groups into unrestricted and equal association. In U.S. history, it has been the goal of the civil rights movement to break down the barriers of discrimination and segregation separating African-Americans and other traditionally discriminated-against groups from the rest of American society. Higher education integration has been a hallmark of the civil rights movement, with U.S. Supreme Court victories won well before *Brown v. Board of Education*.

The faculty, administrators, and students of color whom the Task Force interviewed want barriers to opportunity and power removed. At the same time, another stream of intellectual and action-oriented thought has seen the vitality of maintaining separateness for purposes of cultural self-identification, esteem, and enrichment. We do not know the answer to such a fundamental question; nor would we recommend one right answer. But we do call the attention of all parties to this question, and believe it should be discussed openly and in good faith.

2. Inter-departmental Communication

The Task Force observed that communications and interaction between the Office of Student Affairs and the Office of Equity and Diversity could be improved, as could communication and interaction between the Center for Human Rights, Ombudsman Office, Student Conduct Office, and Multicultural Student Services.

3. Active Participation and Involvement in the Multicultural Community

The Task Force observed that some multicultural students feel "marginalized," which expression was repeated in a number of contexts. The meaning of this characterization appears to be the perception that the University is also not involving students in participating and providing valuable feedback on student matters. Unfortunately, in the heated rhetoric surrounding the core incident at the University, this term may have suffered inappropriate use. Marginalization usually refers in general to the overt or subvert acts and trends within societies whereby those perceived as lacking function or desirable traits are killed or otherwise excluded from existing systems of social and economic protection, thereby limiting their means for survival. In the instant case, the students of color may mean "moved to the edges," "disregarded," and "disrespected." There is a danger that the sometimes-desired separateness of students of color can bring about re-marginalization, which would be desired by no one. The term "marginalization" has been so ill-used in America today that it has even

been appropriated by affirmative action opponents to describe the alleged plight of European-Americans and reverse discrimination. A major theme of this report is the need for all parties, especially the students and faculty of color, to be cautious with language.

The University should encourage and actively seek participation and feedback from students regarding student issues and policy. For this to be effective and meaningful, students must be prepared to engage in such a dialogue in good faith, and to listen to others equally as much as they demand to be heard themselves. There is a further paradox that should be honestly faced. The existence of the Multicultural Student Services program presents a potential for self-marginalization. It answers the needs of students from more diverse communities to have personalized support as they operate in a mostly-mainstream institution. The physical segregation of the MSS facility, split into different ethnic and other groups within itself, inhibits integration and can exacerbate an emotional sense of "otherness." The Office of Equity and Diversity should examine, with the student body and with community organizations, possibilities for exploring projects and issues of common concern for the full campus, so that diversity issues are not only framed in an "us-them" paradigm taking place only within the confines of the campus.

4. Partnership Programs between Student Affairs and Multicultural Student Services

The Office of Student Affairs and the Multicultural Student Services should consider establishing a joint partnership in admissions, (such as Alive! and Week of Welcome programs) and student services (career services, educational programming, academic counseling, student leadership etc.). To facilitate this partnership, funding for student positions and full time equivalent personnel slots (FTEs) could be allocated and shared by both the Office of Student Affairs and the Office of Equity and Diversity to fund positions which are mutually beneficial for both offices. Another example of where positions could be shared between two offices is in recruitment of minority students. Recruiters who work in the Office of Admissions could be responsible for recruiting minority students and work closely with the recruitment efforts of the Multicultural Student Services. Community organizations and their resources should be called in as partners and resources in maximizing effective hiring of diversity recruiters and implementation of their goals. This approach would hopefully help alleviate some of the AAPI community's concerns surrounding the core incident and its ramifications.

5. Representative Participation on Diversity Committees

There should be more student involvement and senior leadership participation on the committee, to increase confidence in the work of the committees. Committees include the Commission of the Status of Minorities, etc. Also, more senior faculty and administrators should be appointed to these committees to assist in institutional changes.

6. Foster Relationships and Understanding among Students

Students and staff need to make their own statements and actions coherent, rational, and fair. Some of the groups and individuals have operated with hyperbolic rhetoric, posturing, and the rapid-fire statement of irrational and extremist demands, with no regard for issues of

basic fairness. Failure to immediately comply with these demands has led to immediate and extreme condemnation and widespread, dramatic declarations of oppression and injustice. Even some of the administration's attempts to comply with urgently-stated demands have met with the same result. If the activist students and their mentors were accused of bad behavior, they would expect the opportunity to defend themselves and to have a consequence rationally related to their level of culpability. The same standard should apply to anyone. Unreasoning insistence on special status has the potential to denigrate respect and concern for legitimate issues of racial injustice, or to create skepticism toward people articulating such concerns.

7. Update Posters and Materials on Hate Bias

The posters and materials on hate/bias and discrimination should be updated with new contact information and procedures regarding reporting a discrimination and harassment incident. Materials should be distributed to all student services departments, student organizations, and academic departments. In the past, the materials have been confusing to students. WSU should focus on developing clear and specific policy and guidelines on how to it handles discrimination and harassment.

J. Curricular Issues

1. Review the General Education Diversity Requirement [D].

Review the General Education Diversity [D] requirement and its effectiveness in its intent to address issues of diversity. Review all courses that have been designated to fulfill that requirement.

2. Scholarship v. Activism in the Comparative Ethnic Studies Department: Role Conflict.

Currently, several faculty in the CES Department view their role as a mixture of scholarship and activism. The Chief Academic Officer of the University sees all faculty as having the role of scholarship and academic excellence. The University stakes its reputation on its academics and not its activism. An activist role, therefore, can put practicing faculty into conflict with the goals of the University. Members of the Task Force do not claim to be experts in the issue of activism in cultural studies departments in American universities. Under ideal circumstances, the CES Department would play a key role in evaluating the efficacy of the Diversity Courses and in proposed new and revised ones. It would use the scholarship of its members to inform the open discussions we propose for the University and to warn the parties away from over-heated and mal-used rhetoric. To help achieve a high-functioning CES Department, we recommend that a board of visitors be appointed by the President to obtain the best thinking from the most successful cultural and ethnic studies departments in universities around the country.

2. Utilization of Existing Academic Resources

Existing University resources should serve the identified needs. For example, the Department of Communications could contribute to enhanced interpersonal and inter-group communication. The new PhD program being implemented, in Intercultural

Communications, in this Department, could also be used to help address issues under discussion.

K. Ownership

1. More Involvement by Deans in creating and monitoring Diversity Action Plans (noted above)
2. Faculty Involvement on Diversity Initiatives (noted above)
3. Faculty Senate Address Quality and Numerosity Issues Surrounding Diversity Courses.

The Provost should consider charging the curriculum review group to review the current designation of diversity courses. Each college and department should review the University's Strategic Plan for Diversity and incorporate those areas of focus into its own specific diversity action plan. The Provost might consider offering incentives to departments which develop courses that are closer to reflecting current issues which affect students of color. There is also an ideal opportunity for the Ombudsperson and Faculty Chair (who will be the same person) to focus on these issues during the 2005-2006 academic year.

L. Remembering and Sustaining Best Practices

In regard to issues pertaining to diversity, WSU is a campus that has historically been perceived as extremely white, middle-class, and not easily integrated. A number of initiatives have attempted to address that reputation and reality over the University's history; some acknowledged being more successful than others. As with many human endeavors, the individuals involved in executing the particular programs are often the vital ingredient to their success or lack of success. Some of the individuals involved with these programs over time, such as Ms. Felicia Gaskins in the Office of the Vice President for Equity and Diversity, are still present and available to help the institution promote the most successful approaches. The human resources existing on the campus should be consulted and given a significant amount of input in composing, retaining, and resurrecting successful initiatives.

1. Hate, Bias and Discrimination Report

This ongoing report on campus climate and relations recommended for the Center for Human Rights should contain all incidents of hate, bias, and discrimination based on race, nationality, gender, sexual orientation, disabilities, etc. The information should contain a brief summary of facts, investigation, findings, and remedies. Pursuant to FERPA, this document should be maintained and monitored by the Center for Human Rights and reviewed periodically by the administration and the Board of Regents. This report should be made public.

2. Preserving Institutional Memory

To address the loss of institutional memory due to students regularly leaving, the President should appoint an advisory board with former students that would meet

periodically with the Vice President for Equity and Diversity to refresh the University's memory of the student experience, what has worked in the past and what has not worked.

VIII. TASK FORCE DOES NOT RECOMMEND

A. Zero Tolerance Policy

There is misunderstanding about what a zero tolerance policy is. Most of the people interviewed by the task force were not able to define it - even those demanding it be implemented. Zero tolerance policies have firm and defined punishments for infractions, sometimes even minor ones, without consideration of the totality of the circumstances, extenuating circumstances, previous infractions, degree of harm, etc. Many zero tolerance policies apply harsh penalties to relatively minor student conduct. For example, under zero-tolerance and other exclusionary policies, when college authorities perceive a child to be violating a school rule or law, they remove him or her from college by suspension or expulsion. In essence, these policies allow for no margin of error -- even the most minor student infraction is subject to immediate disciplinary action. Research has found that zero tolerance policies have been disproportionately applied to youth of color, especially African-American youth. A national report, referring to zero tolerance policies as a form of "racial profiling in schools," pointed out that in 1998, African-Americans students comprised 17.1 percent of the student population nationally, but 32.7 percent of those suspended. Other critics have referred to zero tolerance policies as resulting from an attitude of "hyper-vigilance." (Ziming, F.E. (2001). American youth violence. New York, NY: Oxford University Press; Johnson, T., Boyden, J.E., and Pittz, W.J. (2001). Racial profiling and punishment in U.S. public schools: How zero tolerance policies and high stakes testing subvert academic excellence and racial equity. Oakland, CA: Applied Research Center, 16.)

B. Hate Speech Policy

Caution is advised. Free speech issues are inevitably implicated as a community attempts to control speech, even speech as noxious as hate speech. The fact of this controversy should be faced, and provides a potential subject for discussion in non-crisis study or discussion circles. This is an educational opportunity for the campus community to explore, so that the community is better informed with the fundamental rights of people in the United States in this regard, and the historical consequences of efforts to control speech, in and outside campus settings. (See further related materials in the resources section.)

IX. FOLLOW-UP AND COMMIT RESOURCES

- 1. Follow-up by Administration.** The administration should follow up and commit resources to fulfill the recommendations.
- 2. Financial Commitment.** Commitment of financial resources to fulfill the recommendations.

3. **Dissemination.** Dissemination of this report to the university community and interested parties
4. **Accountability.** Accountability/Goal Setting/Assign Tasks Based on Recommendations.
5. **Monitoring.** Monitor, Measure and Evaluate Progress/Report Out on Progress/Make Course Corrections as Necessary to Achieve Goals.
6. **Further Research.**
7. **Impact of budget cuts.** Impact of past budget cuts on equity and diversity efforts. Is there a “scarcity mentality” that has led to such issues not being considered a core function of the University.
8. **Commitment of the Task Force to Remain Involved and Monitor**

The Task Force is committed to stay involved with the process and the parties at their request, and to monitor implementation of the recommendations.

X. CONCLUDING STATEMENT

The University is in a paradoxical situation, in that despite near-unanimity in core values and goals regarding diversity, there is also a near-universal subjective experience surrounding the core incident of disappointment, betrayal, and distrust. Students of color and administrators have come to an important fork in the road, where legitimacy of needs should not be confused with recriminations. The Task Force is not in any way recommending that the past be put behind everyone and forgotten; rather, we are encouraging the parties to ask themselves what taking the proper path would look like, and to examine what could be achieved if the parties came together to join forces for a common goal.

XI. RESOURCES

Appendix 1: The Preliminary Report.....	48
Appendix 2: Written Statement by Ms. A	50
Appendix 3: Statement by President Rawlins.....	51
Appendix 4: Flowchart of Student Conduct Process	52
Appendix 5: Statement by accused students Mr. D and Mr. E.....	53
Appendix 6: List of allegedly unaddressed racial incidents	54
Appendix 7: Portions of Conduct Board Manual	62
Appendix 8: Sanctions and Incident Summaries from Conduct Office.....	70
Appendix 9: WSU Compilation of Diversity Accomplishments.....	76



STATE OF WASHINGTON

HUMAN RIGHTS COMMISSION

711 South Capitol Way, Suite 402 • PO Box 42490 • Olympia, Washington 98504-2490

(360) 753-6770 • 1-800-233-3247 • FAX (360) 586-2282

<http://www.wa.gov/hrc>

Preliminary Status Report of Human Rights Commission Task Force – WSU

In the early spring of 2005, employees, members, and affiliates of the State Human Rights Commission (HRC) became aware of a controversial situation at the Pullman Campus of Washington State University (WSU), surrounding a series of incidents of apparent racial harassment. After the incident was handled internally by WSU administrators, many students, faculty, and community members remained dissatisfied with the result, believing that justice had not been served. The broader civil rights community, including private groups, individuals, and government entities, expressed urgent concern and a desire to help address the situation.

HRC Executive Director Marc Brenman contacted Vice President for Equity and Diversity Dr. Mike Tate, offering assistance in addressing the situation as a neutral, objective government civil rights agency. While the primary mandate of the HRC is to address specific allegations of violations of the state law against discrimination (RCW 49.60), the Executive Director proposed that the HRC might be able to play a role pursuant to its ability to further mutual goals with public and private agencies and individuals toward eliminating discrimination. It is in this cooperative, outreach capacity, rather than its investigatory, enforcement capacity, that the HRC is addressing the situation.

Accordingly, WSU invited the HRC to lead a task force to take a fresh look at the situation and make recommendations. On behalf of the HRC, Mr. Brenman formed a task force, including HRC Chair Reiko Callner, Thi Huynh, Commissioner on the State Commission on Asian and Pacific American Affairs (CAPAA), advisory members, and Mr. Brenman, as coordinator.

The task force has proceeded in close contact with the Office of the Governor and with CAPAA, which exists under the Office of the Governor. Before making formal recommendations, the task force will also solicit input from various community-based organizations.

Ms. Callner, Mr. Huynh, and Mr. Brenman, visited the WSU campus on May 1st and 2nd, in an accelerated outreach schedule. Efforts were made to respond to the frustration expressed within the WSU community. The task force worked from early morning into the night to interview as many key people as possible - over 30 - in the WSU community who were affected by the controversy. Among those interviewed included the principal students involved in the underlying incidents, faculty, student leaders in a variety of organizations, staff, and administrators.

Those interviewed were questioned as to their views of the immediate situation and with respect to larger aspects of the community “climate” at WSU. In the course of gathering information, all participants were cooperative and readily provided the task force with relevant documents and materials when requested.

The information gathered has led to a more complete understanding of the dynamics leading to the current sense of crisis. The task force observed many commonly-voiced areas of concern, including a lack of transparency, trust in the system, and clear articulation of goals. There is great potential for relationship building and improvement in areas of misconception and communication-barriers that inhibit a more fully integrated campus experience. The task force is committed to elaborating on these issues and will be developing recommendations and referrals for resources in time for the upcoming Board of Regents meeting in June.

While frustration, anger, and a sense of misunderstanding have been voiced, the task force outreach team gained the impression from this early, intense immersion that overall, this is a university community dedicated to the best possible potential of each of its constituents. Though communication lapses, misperceptions and historical issues have created mistrust, and people have experienced pain in the process, it is evident to the outreach members of the task force that the WSU constituents share a strong desire for justice and for fair treatment. They are optimistic that change for the better is possible, and under the right conditions, are willing to work together to facilitate that change. The task force is hopeful that, thanks to the good will of all the parties, solutions can be found to mend relationships and rebuild trust. Many individuals and groups perceiving themselves deeply at odds with each other actually share common sentiments. It is therefore important to have channels of communication available in which these groups may effectively express these common concerns.

The task force is dedicated to remaining involved with the WSU community in this endeavor. We intend to deliver a full report on our observations from the early outreach experience, including a description of some of the broader themes contributing to what has lead to some failures in the present situation.

We shall also deliver a thoughtful set of recommendations for implementation to the various players in the WSU community beyond the administration, including various commissions, departments, and student organizations. Among the resources made available will be community organizations, sister educational organizations, individuals, and written/net materials. We will strive to provide the tools and recommendations in this ongoing process of genuine inclusion and respect for all aspects of the WSU family.

We applaud the community’s readiness to acknowledge the need for assistance and openness to change where change is plainly needed. Those encountered have manifested a readiness to shift their energy from disappointment and recrimination to a renewed sense of community and dedication, which reflects great potential moral courage and magnanimity. The task force appreciates the kindness and cooperation of all.

Testimony of incidents

First day: (1st semester sometime)

was standing in front of me while I was at the front desk, sitting, and talking to him about a topic of some sort. I was working at the time and I don't remember what the time was. A group of white male guys, who looked like fraternity brothers, walked by and made some animal noises, danced around a little bit, and made some "minstrel" type movements at me. I felt like an animal in the zoo and that the guys were mimicking me as if I was a monkey doing something odd or funny.

Second day (First of second semester)

I was sitting at the front desk and the group of white guys walks by again and starts pounding against the window to get my attention. They keep making noises to get my attention. One of them is laughing. The others are just standing and the one guy who is trying to get my attention; points to his eyes and makes a motion to indicate that I have "chinky eyes". I shake my head, trying to ignore it...They laugh and walk off...making noises as they keep walking down the hallway.

Third day (2nd day of second semester)

The third time, the same guys walk in the same direction as the time before. The taller one of the group pounds the window next to my window to get my attention. I ignore them. The guy says, "Just Look at me real quick please?" "Please look at me". . . or something to this extent. So I finally look at him and he motions to his eyes to imply "I"...motions the heart sign, and points at me... His friends laugh again and they walk away. They make more noises as they go down the hallway.

Fourth day (3rd day of second semester)

This time the same group of guys walks by again IN THE SAME DIRECTION. One of the guys says, "Hey it's that girl again". The taller guy tries to get my attention but this time I don't give it to him and they all start making noises at me and laugh. They all walk on while STILL MAKING NOISES.

Fifth day (4th day of the semester)

is working while I'm working and while we're just both at the computers, the group walks by again but this time in the opposite direction. The shorter one this time, stops and makes weird screeching/animal type noises at me while waving his hands wildly to get my attention. Since I didn't give him my full attention the first time, he continues to make noises and comes to the window next to me and starts to wave his hands and make more noises at me. The rest of the guys are laughing and walking while the shortest guy keeps moving alongside the window and sees me turn to talk to I tell to look at the window and he sees her looking and he stops and waves.

6th Day when building employees and my friends, about 15 of them are waiting around to see if the guys come again... A group of white guys walk by but the short one isn't with them or at least I'm guessing cuz I don't really recognize the other guys. They look into the center and keep walking quietly.

DE 2-28-05

Rawlins: students have right of due process

V. Lane Rawlins
President, WSU
Guest commentary

I was away from campus for a family responsibility last week on the day that there was a demonstration in the French Administration Building and a set of demands was presented to my executive assistant. In the nearly 15 years that I have served as a president of a university, I have never turned down a request for a meeting with students and I will certainly meet with a group of students, and discuss their demands. I believe that most of these students are serious in their desire to see WSU become a place that is more accepting of all people.

On a personal level, I have always rejected and fought against prejudice and harassment. These things are especially despicable when they are aimed at people because of their religion, ethnicity, race, nationality, religion or sexual orientation. This is not an academic matter for me. My values have been reinforced by my personal experiences which have strengthened my commitment to support others. It has always been my belief that we need to protect people from all forms of discrimination and harassment. I have tried to act on this belief whenever the challenge came my way. There is no aspect of my responsibilities as presi-

dent of this university that is more important than this, and I am proud of my efforts in this regard.

We all agree that we must fight hard for justice, and pursue rules and processes that protect us. But we must be careful that we do not sacrifice exactly what we are trying to protect in the process. Do we protect people from fear by threatening others? Do we make ourselves safer by threatening the safety of others? Do we protect our privacy by invading the privacy of others?

... harassing people for harassing others is both destructive and counterproductive.

We cannot tolerate harassment of those who stand accused of misbehavior. And yet, that is what we have seen happening on our campus this past week. Posters, signs and remarks targeting accused students violate the principles of our university, and the very values sought to be protected, namely the right to be treated fairly and with respect.

The students who have been accused of conduct violations have the right to due process, which, after all, is one of the fundamental rights upon which our society was built.

See RAWLINS, Page 19

RAWLINS

continued from page 17

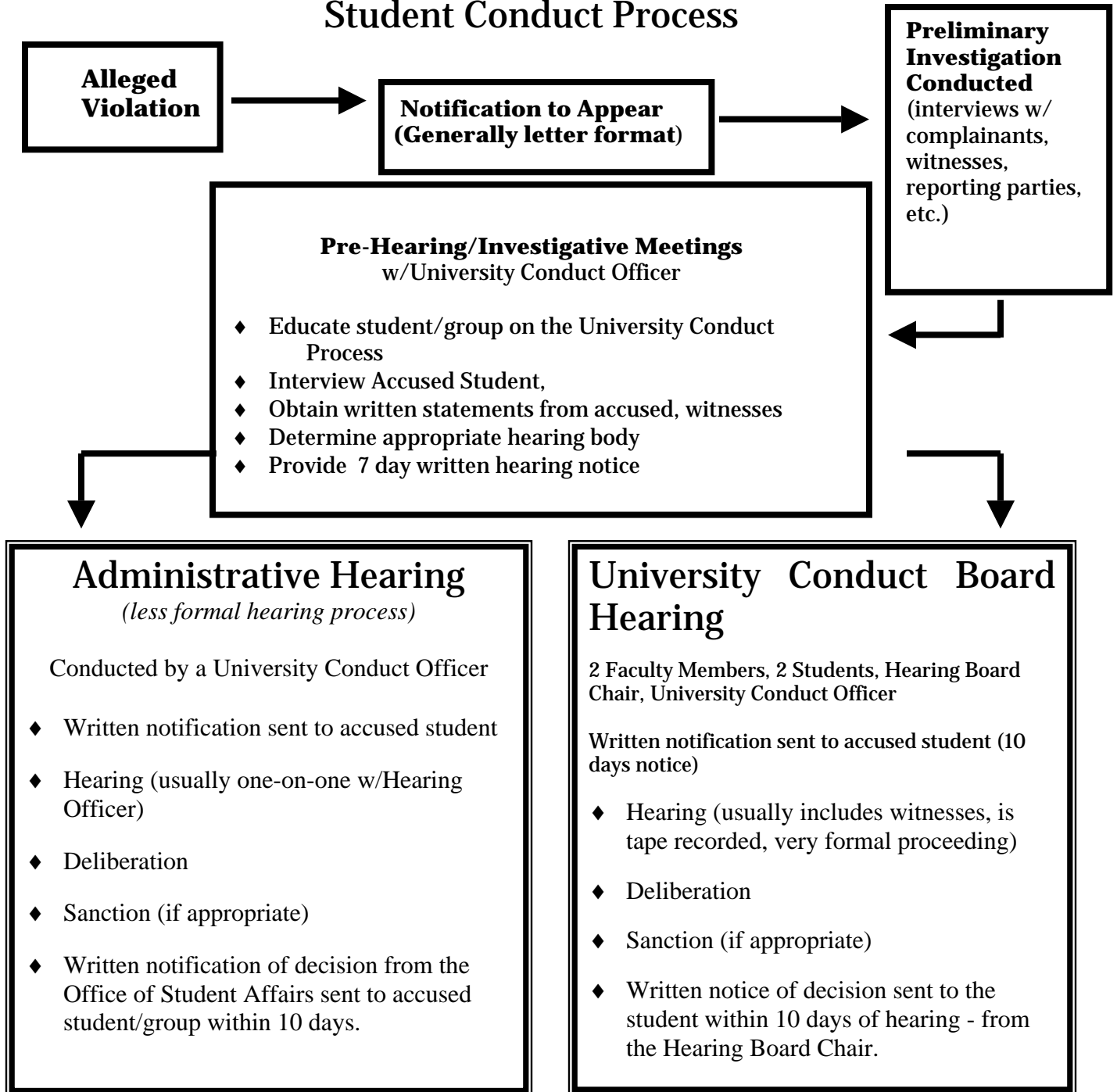
No finding has been made that the students in question are guilty of harassment. But even were that not the case, harassing people for harassing others is both destructive and counterproductive.

Our dedication to our highest and best principles can be most sorely tested when emotions are running high. If we truly believe that it is important to create and maintain a community of trust and respect, we must all strive to live that principle every day.

Our campus climate survey showed that we have some problems but a strong majority of our students, staff, and faculty, believe that this is a good and caring community. I know that many of you have looked at that survey, and I encourage all of you to review it again.

It shows that we have some strengths and some weaknesses. It is my deepest hope that together we can build on our strengths and address our weaknesses in order to create an environment where all can feel safe and where trust and respect can flourish.

Washington State University Student Conduct Process



Appeals

Must be filed IN WRITING by the student or group within 21 days of receipt of decision letter

CASE IS CLOSED when all SANCTIONS are complete.
Any uncompleted sanctions can result in a hold on registration, hold on transcripts or hold on readmission.

The following is a statement from [Mr. D] and [Mr. E] regarding the harassment issues that have been in the news over the past couple of weeks. It is a personal statement from the two student-athletes and is not a statement from the Washington State University Athletics Department nor is it a statement from University Administration.

The purpose of this statement is to give the public an opportunity to hear the truth as justified by the University Police Department and the Student Conduct Board.

We are pleased that both the investigation by the WSU Police Department and the review by the University's Student Conduct Board have exonerated us from guilt in the events that led to us being accused of harassment.

We feel it is also important to note that any interaction we had with members of the Multicultural Center was intended to be friendly with a group of people we passed by regularly and, as found by the University Student Conduct Board, did not warrant a harassment charge.

At no time did we make gestures, comments or noises directed at anyone that were racially motivated. We have a racially diverse team and group of friends, both back home and in Pullman.

We are upset by the accusations of racism, the damage to our reputations and the hurtful way our names and pictures have been associated with these events. We recognize a student in the Multicultural Center was offended and for that we are apologetic. However, again we maintain our actions were not racially offensive or harassing in nature and we were only attempting to be friendly with a group of people.

We are hopeful that this issue can become a page of the past and that we can concentrate on being student-athletes at Washington State University.

[Mr. D] and [Mr. E]
3-2-05

We, the students of Washington State University, recognize the history of racism, sexism, and homophobia on our campus. We see the recent Multicultural Student Services harassment incidents as yet another crime that is symptomatic of an oppressive campus climate. These crimes have gone on unchallenged by the university; fostering hate and discrimination amongst the students.

Here is a short history of WSU according to its marginalized students:

Early 1990s: East Indian woman commits suicide because of racial harassment on campus

1994: Column in Evergreen spurs on racial stereotypes of Native Americans (Tuesday, January 25, 1994 Neal MacDonald: The man and the Letters. Subheadline: Native American Tuition Break guilt-driven.)

1994: March to French Ad by the people of color community to voice anger on low numbers of faculty of color

1995: Sorority caught objectifying Native American culture as part of their initiation process

1995: Two African American males beaten by a fraternity

1996: 18 African American faculty leave WSU, now called the Black Exodus

1997: Hate letters posted on a Jewish faculty's door and the Chicana/o/Latina/o center Wilson hall

1998: Racial slurs against African Americans found written on walls in Rogers Hall

1998: Racial slurs against African Americans found written on walls in the Veterinary building.

1999: A gay freshman living in Stephenson Hall is severely harassed and forced move out of his dorm because of repeated threats to his safety.

1999: An Asian American is beaten on campus while called numerous racial slurs

1999: Students organize the Brown Flu and demonstrate in front of the President's home

2000: Anti-Gay leaflets posted around campus during summer semester

2000: Fall semester: An African American student severely beaten (teeth kicked out) on Greek row

2000: Students protest beating and overall campus climate and administration calls for a committee on campus climate to decide what to do.

2000: An anonymous caller left a message at the GLBTA center, noting that he had, "found a faggot" on his doorstep and that someone should come and get the "faggot" so he didn't have to "hang his ass from a tree."

2001: The week following the 9-11 attacks in New York and Washington DC several Middle Eastern students were harassed. One male student with a cast on his foot almost beaten by a two white students yelling racial slurs, student yells for help and a friend intervenes. Campus climate is dangerous for Middle Eastern students, prompting several to leave WSU.

2001: Fall semester: Diversity Kick-off- the resolution that came out of the committee on campus climate is held at the Beasley Coliseum; included the signing of a "diversity pledge" and free hot dogs.

2001: In response to empty rhetoric, concerned students hold a silent demonstration at the Diversity Kickoff, holding picket signs and wearing white t-shirts with the word "token"

written on them. The students pass out a flyer with information about why the demonstration that was to be published in the Daily Evergreen but was not published until two days later.

2002: Spring Semester, “WSU = fag lovers” spray painted on Glen Terrell mall. No suspects named or apprehended.

2002: Spring semester: “N***** go home” is carved into an African American student’s door in Orton Hall.

2002: Flyering campaign immediately organized against rash of hate crimes, with flyers like “Fags bash Back.” Students, faculty, and staff join in the activity receiving permission to hang flyers in several buildings around campus.

2002: While hanging signs in Todd Hall, two students were confronted by two suited white males, asking if they had permission to hang signs, quoted saying, “I’ve been following your people and tearing these down. This isn’t about homophobia, it’s about building procedures.”

2002: An ROTC student ripped down “Fags bash Back” flyers hung at the Avery Building while in sight of two people participating in the flyering campaign. ROTC student was reported to have said, “Fuck them,” while in the act of tearing down the sign.

2002: A faculty member caught up with ROTC student tearing down signs to ask why he had done it. The student was angry at being questioned and filed a formal assault charge because the faculty member touched his sleeve.

2002: The same ROTC student was verbally reprimanded for inappropriate conduct within ROTC for the same incident. ROTC admitted that the student was known to be, “a bit of a hot head”

2002: Spring Semester; in response to the flyering campaign, a group identifying themselves as the, “Center for a Disease Free America and the White Students Union” hung signs that read, “Fags don’t bash back when they’re dead.” The signs were reported to a bias hotline by concerned students, but with no suspects were named or apprehended.

2002: Spring Semester: Rawlins administration holds a student forum to discuss tuition hikes and concerned students and staff attend in order to discuss recent hate crimes. When asked about the campus climate, Rawlins stated that he...(page cut-off)... members suggested ideas that her class had come up with to help deal with the problems the community was facing, she was told, “shame on you!” for not knowing what the administration was doing about the situation, referring to the conclusion that the committee on campus climate had come up with.

2002: Summer semester; a new round of “Center for a Disease Free America and the White Students Union” signs went up, these signs read, “People wearing rainbows make great targets.” Again, nothing happened.

2002: Fall semester; “I LOVE DICKS” and “FAGS” spray-painted a newly renovated Sigma-Nu Fraternity House

2002: Fall Semester; a few weeks into the school year, African American student groups and WSU’s multicultural community held a dance at a local club called the Attic in downtown Pullman. Police were called in to deal with a fight at the club as the conflicting people were brought downstairs to the lobby and WSU faculty of color were attempting to mediate and control the conflict, police came in and pepper-sprayed the conflicting parties and the faculty and the pepper spray permeated the entire club.

2002: Fall semester; over 300 WSU students affected by the pepper spray claim that police used excessive force to handle the incident, many innocent victims came to a forum organized by the YWCA with the WSU administration, the city Mayor and the city Police Chief. A few of the victims had hospital bills that they couldn't pay for.

2002: Fall semester; Trouble over in Greek row as a fraternity invites a sorority and their freshman pledges over for a "party." Several of the sorority members start feeling queasy and go to the Pullman Memorial Hospital to find out what's wrong. Blood tests reveal that there's rophenal or date rape drugs in their system. It appeared that the fraternity members had spiked the punch as they report that the fraternity members did not drink from the punch bowl. One sorority member did not drink from the punch bowl. One sorority member who did not make it to the hospital was reportedly raped by a member host fraternity. The WSU administration blocks efforts to publish the story in the Daily Evergreen. The Fraternity's national chapter gives the WSU chapter the boot, nothing is done by the WSU administration to reprimand or make example of the incident.

2002: Fall semester; Students, faculty, and staff join together to demonstrate against the second annual Diversity Celebration, The demonstration involves a silent protest with armbands, a street theatre component, media liaisons, a public reading of student demands inside the Celebration and an orchestrated walk out at the beginning of President V. Lane Rawlins address. The demonstration was well organized and it was the last annual diversity celebration.

2003: Summer semester; Multicultural Student Services is moved from the Office of Human Relations and Diversity to Student affairs with no input from students. Counselors and students, after repeated meetings with the vice-provost for student affairs, demanded to be notified and consulted before another such move were to take place. During this move, the multicultural recruiter positions were moved out of MSS and into the admissions office in efforts to "streamline" the admissions office. At this time, only the Asian American and Pacific Islander recruiter position is filled. The African American recruiter had not been filled for a year, and the Native American and Chicana/o/Latina/o positions had not been occupied since the end of the 2002 Fall semester.

2003: Fall semester; eggs are thrown by a Greek row fraternity at African American students during the Coalition for Women Student's Take Back the Night march; some nearly missing small children.

2003: Fall semester; a young African American woman has a noose hung above her door as a "joke" by her white dorm-mates.

2004: Spring semester: The last of the multicultural recruiters' contract expires and it takes a year for two out of the four positions to be filled- (as of now, there has been no African American recruiter for WSU for over two years and no Asian American and Pacific Islander recruiter for over a year.)

2004: Fall semester; President Rawlins creates the Office of Equity and Diversity (OED) and appoints Dr. Michael Tate as the vice-provost- within one month MSS, the WRC, CHR, and many other "diverse" offices are take over by the OED. There is no input from the staff or students.

2004: Fall semester; concerned students meet with Tate to discuss the role of the OED with students of color and the vice-provost uses consistent comparisons about the inter-workings of the University and those of Boeing.

2004-2005: Asian American women are harassed with racial comments, animal noises, dancing, and lewd gestures in front of the doors to the multicultural center and the administration refuses to release names or any other information to those who were terrorized.

As students, we want the best for the WSU community, for ourselves, for the future, and for those who came before us. All the things that have been demanded in the past are still being asked for because oppression is still a problem. The ways in which the university deals/does not deal with instances of racism, sexism, and homophobia is not, and has never been, sufficient. The following is a list of demands that must be instituted immediately in order to address this oppressive campus climate.

- Expulsion of the Victimizers as a Change in Policy

A Zero-Tolerance policy towards acts of discrimination and harassment must be implemented and effective immediately. This policy must be based on the definition of violence outlined in the Council on Campus Climate Plan of Action (2001). According to this Zero-Tolerance policy, the perpetrators in the MSS harassment incidences must be expelled immediately. In the interest of justice, these perpetrators must be identified and confronted by those who were terrorized.

The 2001 President's Committee on Campus Climate defines violence as "words and actions that hurt people, misuse of power and control or doing physical, sexual or psychological harm to others. Violence is a learned behavior." A zero-tolerance policy will state that conduct violators must have right to a public trial in which the student conduct board acts as a jury. In this "trial" a defense and a prosecution team must be available to represent the reporting parties and the accused. If a student is found guilty of harassment, discrimination, and/or hate and bias acts on the basis of race, sex, color, creed, sexuality, or national origin they will automatically be expelled from the university.

If the terrorists in the MSS harassment incidences of Spring 2005 are sanctioned with anything less than expulsion, the university would be committing a gross injustice by compromising the safety of the multicultural community as well as the perpetrators.

For a campus that presents itself as, "world-class, face-to-face," we currently have no policies that address the specifics of discrimination and harassment without the act of physical violence. Why must marginalized students wait until they are physically assaulted for the university to properly sanction those who violently display lewd and hateful student conduct? The perpetrators said that they meant their actions to be "jokes," and they, "didn't mean for it to be racial." However, saying "Asians take all the good jobs," is, in fact, racial. In 1983 Vincent Chin was beaten to death by a white man named Ronald Ebens who said that he was tired of "Asians taking all the jobs." Slanting ones eyes while staring into Asian American faces has everything to do with

race and can be historically traced to late-1800s minstrelsy shows and images of Asian Americans in popular culture.

The terrorists chose the Multicultural Student Center as their primary target for harassment for a reason. The harassment and psychological violence inflicted upon front desk workers was built on a set of assumptions fostered by a hostile and oppressive university campus climate. First, the fact that the perpetrators chose to harass individuals in front of the multicultural student center suggests a feeling of resentment towards students of color by these individuals. Secondly, these terrorists consistently harassed Asian American women based on the racist assumptions of passivity among Asian American women, and also the assumption that they would not be caught. Each time those white males came back they terrorized Asian American women at the front desk thinking that the women would never report, and the fact that they came back that many times suggests that they did not fear sanction. Finally, the fact that this incident was not reported until at least three months of harassment shows that students of color at WSU are desensitized to overt racism. We live in a place where racial slurs, bigotry, and more subtle forms of racism are

Asian women at Washington State University are no longer safe. The news has shown pictures of one woman who has reported the incidents. The Evergreen has repeatedly published the name of the same one woman who has reported the violence. She is not allowed to know the names of those individuals reported to the student conduct board, but they now know her. Now all students, with similar feelings about students of color and Asian Americans in particular can make her a target for their feelings of hatred. This is particularly apparent in the fact that a group of white males, who are not the ones that have been reported, came by MSS last week to intimidate this woman. Because we live in a society where the dominant rhetoric poses that all Asians “are the same/ look alike,” the entire community is at risk of backlash for the reporting of the terror. And, because there is no zero-tolerance policy in place, the perpetrators will still have full access to the university, to their accusers, and to other Asian American Women at WSU.

The Student Conduct Board representative official, Elaine Voss, stated that in instances such as these, students receive sanctions such as community service. If the individuals were caught harassing students once then some form of community service would be in order. If they were caught a second time education would definitely be needed, but these so-called “non-racial” “jokes” were repeated twice a week, every week, for a semester and a half. That is almost six months; averaging out to 34 separate incidences of harassment (and that is just those incidences in front of MSS). Surely these repeated offenses justify a harsher university sanction.

- **Guaranteed Autonomy and Funding**

Each student center must have guaranteed autonomy now, during, and after the potential CUB renovation project; never to lose the minimum square footage which

they currently obtain. In order to foster diversity, marginalized peoples must have a safe space to gain effective role-models and leadership experiences. There must now and always be a space for marginalized students, and specifically students of color and GLBT students, at WSU. These students must have this safe space during the CUB renovation.

In addition, the recruitment efforts for these centers must be guaranteed full funding from the University. Any move or policy that would threaten this autonomy must be voted on by the major attendees of the student centers. Full funding will consistently reinforce university's commitment to diversity. By increasing resources for student run recruitment efforts the university assists in diversifying the student body, while simultaneously encouraging interested students to apply, and then stay, at WSU.

- Diversification of admissions and upper-level administration

The positions of the multicultural admissions specialists must be filled no later than April 31, 2005 with no exceptions. In addition, the entire admissions staff, as well as all of the vice-provosts and provosts, should consistently and actively recruit, collaborate, and participate in student run recruitment efforts per the request of student organizers. According to the racism subcommittee report (Council on Campus Climate Plan of Action; Recommendations, Sol. 1), "Diversity-related programs and events initiated and funded by students of color at WSU should receive support from the central administration. Financial support from University funds should be earmarked... Support from the administration as opposed to ASWSU is a significant show of commitment to valuable diversity related programming as well as an appreciation for the students involved."

In 2002, the Office of State Superintendent of Public Instruction recognized WSU as a model program for the recruitment and retention of students of color. Currently, in 2005, there have been no recruiters in the Asian American, Pacific Islander American and African American communities for over a year and a half. That is 12 months, and two years worth of potential WSU students of Asian, Pacific Islander, or African American descent will not attend WSU. Currently, students who are interested in the Fall 2005 semester are receiving letters of acceptance. They need to know what WSU can offer students of color.

If the university has these positions filled by the end of April the new admissions counselors will still have one month to start talking to students about attending WSU. They will have time this summer to train for the Fall admissions rush. But, more importantly, these individuals will have time to meet with students of color and to familiarize themselves with the resources provided by other students at this university. They will also have time to go to community functions in their targeted geographic areas in order to make contacts with high school seniors as soon as possible. Finally, the admissions counselors will assist with alive! and other summer programs for underprivileged youth. Facilitating introductions between current and

new students increases the probability of retention by initiating personal quality contacts.

The current students must always be supported in their recruitment efforts. The admissions staff should always recruit and attend these conferences in order to foster relationships with applicants as well as student leaders. This practice will also familiarize all of the admissions staff with the services and programs provided to underrepresented students. It is important for the multicultural recruiters to do this, but recruiters from other areas must also attend in case they are asked questions about these services and/or programs. For example, if a white recruiter works in a mostly white central Washington district it would not seem like participation in these conferences would matter, but in that district there is probably at least one school that is mostly Latino/a/Chicana/o. It would be important for the recruiter to talk to those students about the CASHE conference in order to increase over-all enrollment of under-represented groups.

The provosts and vice-provosts must be required to attend a recruitment and/or informational and/or empowerment conferences as well as one forum, workshop, and/or speaker series per semester. This practice allows university officials a certain kind of diversity training that involves direct interaction with marginalized students on campus. In addition, this practiced commitment to diversity will familiarize administrators, first hand, about the services, history, and issues particular to students of color, and GLBT students in higher education.

- Diversity Proficiency Requirement

A restructuring of the general education requirements must take place immediately in order to institute diversity proficiency amongst the student population. Another Diversity requirement must be taken by the students in order to demonstrate proficiency in working with diverse populations. Diversity classes must also institute a maximum cap of thirty students in each class.

Instituting another diversity requirement will ensure that students are proficient in diversity-related issues and will assist in addressing the hostile campus climate which we now have. Diversity proficiency courses also serve as preventative training for those who might also choose to lash out at marginalized groups through the use of violence.

Thirty students or less is more conducive to an interacting learning environment in the classroom, and particularly when learning about diversity-related issues.

- The True Task for the Committee on Race and Ethnicity

In 2001 the Council on Campus Climate assessed the difficult issues students deal with at Washington State University and made recommendations for these issues in their Plan of Action. Today, the ills of our campus remain the same and the strategies for addressing them in this document remain relevant. Thus, the task for the President's Commission on Race and Ethnicity is not to *re-assess* or *re-recommend*, but to oversee the implementation of this Plan of Action, and specifically those relating to race and violence.

The President's Commission on Race and Ethnicity should oversee implementations of the Plan of Action to make sure the new statutes are addressing the specific needs of racialized communities. Similarly, the Commission on the Status of Women, and a commission for the GLBTQ community (which, has yet to be instituted), must examine the sub-committee section documents of the Plan of Action related to their communities and examine the ways in which they may or may not be helpful in creating a hate-free campus climate.

This university is a land-grant institution whose motto is "world-class, face-to-face." Oppressed communities of students are on fliers, websites, and promotional materials, in feeble attempts for the university to show that it values diversity. But when hate and bias incidences of discrimination or harassment occur we are not protected. Students have demanded protection over the years, but they have never been taken seriously. Their demands have been submitted over and over again and the only action that the university has taken was to create committees, commissions, and councils. Even when these groups create formal documents for action their plans are not implemented. What has to happen for the university to hear the voice of students? If Washington State University really valued diversity it would implement these demands immediately.

WASHINGTON STATE UNIVERSITY

UNIVERSITY CONDUCT BOARD MANUAL

2005/06

This manual is intended to provide a framework by which all students may receive an impartial, consistent and effective conduct hearing.

**Office of Student Conduct
190 Lighty Student Services Building
509-335-4532**

Office of Student Affairs Conduct Personnel and Respective Duties

Associate Vice President of Student Affairs – Dr. Gerald Marczynski ,Administrative Hearing Appeals Officer

Student Affairs Faculty Serving as Conduct Officers:

Alyson Galloway, Vancouver
Patricia Wright, Tri-Cities
Joan Menzies, Spokane
Elaine Voss and Christian Wuthrich, Pullman

1. Initiates **student/group** charges
2. Conduct pre-hearing meetings
3. Serves as an AdministrativeHearing Officer
4. Imposes sanctions
5. Conducts follow-up for sanction non-compliance
6. Reviews policies and procedures and conducts Conduct Board training
7. Investigates and prepares conduct case materials
8. Secures witnesses on behalf of the University
9. Schedules Conduct Board Hearings
10. Presents the University's case during Conduct Board Hearings
11. Tape records University Conduct Board meetings
12. Provides case history to Conduct Board following deliberation for sanctioning purposes

Other Conduct Officers: Graduate Students and Residential Educational Directors

1. Prepare case files and records conduct case summary sheets
2. Prepare student conduct correspondence
3. Update and manage conduct data base system
4. Prepare studentlgroupconduct packets
5. Manage and maintain University conduct files
6. Conduct pre-hearing meetings
7. Assist with investigative meetings
8. May conduct administrativehearings
9. May impose sanctions

University Conduct Board: the Vice President appoints Members for Student Affairs or designee
Composition and Tenure

- A minimum of five teaching faculty from the Pullman campus, three from the Spokane campus, three from the Tri-Cities campus, and three from the Vancouver campus all with three-year terms
- A minimum of eight undergraduate students, two from each campus, with one-year terms
- A minimum of four graduate students, two from each campus with one-year terms
- The Vice President for Student Affairs appoints chairs of the University Conduct Board.
- Boards for **individual/group** hearings are made up of two faculty **and/or** staff members, two students, and the chair of the board.
- In cases involving academic integrity, the faculty representatives will be teaching faculty.
- In cases involving graduate students, at least one student will be a graduate student.

University Conduct Board Functions

Functions of the University Conduct Board:

1. The Conduct Board assists Washington State University in achieving its educational objectives by stressing desirable student conduct, responsibility and protection of the rights of the community.
2. Receives information about alleged violations of the Washington State University Standards of Conduct for Students when the alleged violation constitutes a serious infraction that could result in suspension or expulsion.
3. Determines appropriate disciplinary measures, emphasizing education.

Jurisdiction of the University Conduct Board:

Washington State University, as a community dedicated to the advancement of knowledge, expects all students to behave in a manner consistent with its high standards of scholarship and conduct. Students are expected to uphold these standards both on and off campus. Freedom to learn can be preserved only through respect for the rights of others, for the free expression of ideas, and for the law.

When students enroll at Washington State University they assume an obligation to conduct themselves in a manner that is compatible with the University's function as an educational institution. In a community of learning, willful disruption of the educational process, dishonesty, violation of the laws of the state, and interference with the rights of others cannot be tolerated. Washington State University retains the right and the power to maintain order within the University and to exclude those who are disruptive to the educational process. The purpose of this process is to educate and to protect the welfare of the community.

Purpose and Philosophy of the University Conduct Board

The Washington State University Conduct Board assists the university in achieving its educational objectives by responding to student conduct judged unsatisfactory or disruptive to the educational process and to the welfare of the community. The primary goals are to hold students accountable for their behavior, educate in appropriate behavior and decision-making, and allow student participation in resolution of problems.

As a member of the Conduct Board, you are responsible to see that accused students are given a fair hearing with suitable resolutions, which reflect the University's commitment to maintain a safe and healthy environment respectful of individual rights. Your decisions can impact student's ability to learn from mistakes and encourage positive decision-making.

Responsibilities of Conduct Board Members:

1. To adhere to standards of conduct established by the Washington State University community (see the WSU Faculty Manual and/or WSU Student Handbook).
2. To attend all conduct training and scheduled hearings.
3. To maintain an objective attitude during the review of case materials and hearing procedures.
4. To disqualify yourself if you cannot remain objective by contacting the Student Conduct officer *at least* 48 hours in advance of the hearing.
5. To ensure fair and objective treatment of referred students during the entire conduct process.
6. To ensure the confidentiality of all materials and procedures of the University Conduct Board.
7. To *actively participate* in questioning witnesses and referred students.
8. To render decisions based solely on the information presented during the hearing process.
9. To sanction with the goal of educating.

Preparing for a hearing

From the point of view of an accused student or group, the conduct hearing process can be a hostile and foreign situation. Conduct board members should be aware of this and attempt to minimize tension and help participants be at ease. Hearings must be conducted in a manner that communicates respect for each individual, and emphasizes the educational nature of the hearing. The following procedural recommendations will promote an effective conduct hearing:

1. Review all case materials prior to the hearing. Be familiar with the overall case scenario, important details, discrepancies in written material and other important aspects.
2. Clear your calendar the evening of a conduct hearing. Hearing length varies, so be prepared to stay as long as needed.
3. Sit so that eye contact can be maintained with the accused, complainant or witness.
4. Greet each student and introduce yourself.
5. Be sensitive to non-verbal forms of communication; i.e., body posture, facial expressions, listening skills.
6. Commit your energies to active listening. The momentum of the hearing can be interrupted by redundant questions.
7. Strive to understand the point of view of each participant, but remain objective in determining the relevancy of testimony.
8. Take notes and record unanswered questions during testimony for later questioning or clarification.

Ethical Standards

As a member of the University Conduct Board, you have an obligation to respect and uphold the following ethical standards:

- 1) Integrity: You are a critical component of the conduct process at Washington State University. You will be viewed as a role model by other students, faculty and staff and must uphold and foster the educational goals of the university.
- 2) Confidentiality: Information presented for your review prior to or during a University conduct hearing is strictly confidential. Case information, decisions, and sanctions are not to be discussed with anyone outside the hearing setting. According the Washington Administrative Code the decision of the Board is shared only with the accused student or student organization, the complainant, and university officials with an education need to know.
- 3) Impartiality: Be sure that you have no personal involvement with individuals and that your do not have a personal interest in the outcome of a disciplinary proceeding. Approach each hearing with an open mind and desire for a fair, non-judgmental decision.

Questioning

Your ability to communicate clearly and ask thoughtful questions will enhance the proceedings. Remain actively engaged throughout this phase of the hearing. You are the judge of the credibility of a witness, the weight of their testimony, and the reasonableness of the testimony considered in light of the evidence. Take into account the opportunity and ability of the witness to observe the incident, the witness' memory of details, manner while recounting the story, possible interests, bias or prejudices, and believability.

- During each testimony, check off on your prepared list of questions those that have been answered to your satisfaction.
- If there is more than one alleged violation, questions should be directed to each violation individually.
- If there is conflicting testimony, ask each participant about differing perceptions. Strive to pin down specifics.
- Prepare questions that will highlight the accused thinking and motivation involved in the incident.
- Be as direct and simple as possible in phrasing questions. Long and involved introductions can confuse the witness and the other board members.
- Phrase questions in a manner that will not seem condescending or “preachy”.
- Phrase your questions as open-ended (who, what, how) rather than closed-end (did you, were you). Closed-end questions often result in a **yes/no** response which do not offer much additional information.

Examples: Were you angry when Bob approached you?

- What were you feeling when Bob approached you?
- Avoid leading or multiple-choice questions.
- Questions should focus of gathering details to use in a decision, avoid questions that satisfy your own personal curiosity.
- If a response to your question is not answered satisfactorily, rephrase it, but refrain from badgering.
- Allow the person ample time to answer to your question.

Standards of Proof

There are five basic levels of proof: suspicion, reasonable grounds, probable cause, preponderance of evidence, and proof beyond a reasonable doubt.

1. **Suspicion**: A "hunch" or intuition.
2. **Reasonable grounds**: Utilizes special training or experiences in addition to the "hunch" or intuitive feelings.

3. Probable cause: Decision-making which develops from facts or circumstances that would make a reasonable person believe that a violation or crime has been or is being committed, or that evidence can be located in a particular place or on a certain person.
4. **Preponderance of evidence**: This is the appropriate level used in Administrative and Conduct Board hearings. Preponderance means evidence that would lead a reasonable person to conclude that it is more likely than not that a violation occurred. In weighing the evidence, a greater amount of evidence supports holding a person accountable for the alleged behavior.
5. Proof beyond a reasonable doubt: The level used in criminal cases and requires proof of guilt beyond the doubt of a reasonable person.

A student is always considered not responsible until the evidence leads the Board to judge otherwise.

Types of Evidence: All should be considered in decisions.

Direct Evidence

Direct evidence is based on personal knowledge; i.e., a witness describes an event he/she observed or experienced that is relevant to the case at hand.

Circumstantial Evidence

Circumstantial evidence is an inference to the conditions surrounding and/or limiting the circumstances of the alleged violation. Circumstantial evidence may serve to link facts of the case, which often may lead to conclusions as strong as those reached from direct evidence.

Documentary Evidence

Documentary evidence is any supportive writings or documents including statements, reports, etc. that support or deny fact.

Deliberation

The deliberation process is one of the most difficult aspects of any conduct hearing. The Board closes for deliberation when the members are satisfied with the level and extent of questioning of each participant. There are two phases of deliberation, the decision of responsibility and sanctioning when responsibility is found. Each Conduct Board member should actively participate in the decision process and feel free to express opinions, even if other members do not agree. Often, a disagreement may highlight important facts of the case. Opinions must be based on your interpretation of the merits of the case. The Board need not come to a unanimous decision, but it is highly recommended that the Board reach a decision that is mutually satisfactory.

Please consider the following during assessment of evidence and deliberation:

- Consider only information in the case file or presented in the hearing. Rumors, newspaper reports, or perceived reputation are not grounds for a decision.
- Motive
- Opportunity or ability to commit the violation
- Evidence supporting responsibility
- Malice
- Threats, expressions or acts indicating intent
- Preparation prior to committing the violation
- Admission of responsibility or of certain facts
- Fabrication and/or destruction of evidence

Sanctioning

Sanctioning for a violation should be viewed as a tool to maximize learning. Please consider the following factors:

- Preservation of the educational and living environment on campus.
- The well-being of the **student(s)** whose rights have been violated.
- The well-being of the **student(s)** who has been accused of a violation.
- Sanctions tailored to the **students/organizations** circumstances and the desired learning outcome.

There is no set formula for sanctioning. The severity of the offense should guide the determination of sanctions. In reaching a decision the Board should focus on the overall development and educational growth of the student. Sanctions should not be viewed as retaliatory or punitive. The Conduct Board should strive for a level of consistency; yet weigh the variables of each situation in assessing the appropriate sanctions.

Information to consider should include:

- The student's understanding of the rationale behind University policies;
- The degree to which the student accepts responsibility for actions;
- The overall attitude toward the rights and responsibilities of community members;
- The intent of the act in question.

The following sanctions or any combination of these sanctions may be imposed for **violation(s)** of the Standards of Conduct:

1. **Warning.** A letter notifying the student that the allegation is not a violation under the standards of conduct, but repeated behavior may result in a violation.
2. **Education.** The university has the discretion to require the student to seek specific education or complete an educational project designed to create an awareness of the student's misconduct.
3. **Assessment.** The student is required to have an alcohol **and/or** drug assessment by a certified professional and to comply with the professional's recommendations.
4. **Community Service:** Assignment of labor or responsibilities to any student or student organization within the university or local community may be imposed up to a maximum of eighty hours per student or per member of an organization.
5. **Disciplinary Probation:** Disciplinary probation means formal conditions imposed on a student's continued attendance at the university for a specific period of time. Disciplinary probation serves as a warning that future misconduct may result in more severe sanctions. Students on disciplinary probation are not eligible to run for or hold office in any student groups or organizations (although they can be members of any group or organization); they are not eligible for certain jobs on campus (including but not limited to resident advisor or orientation counselor) and they are not eligible to serve on the University Conduct Board.
6. **Restitution:** May include reimbursement for damage or **stolen** property and any medical expenses incurred by a person injured as a result of the student's or student organization's misconduct.
7. **No Contact Order:** This may include a prohibition or direct or indirect physical **and/or** verbal contact with another individual or group.

8. Loss of Privileges: Loss of the right to reside in a specific housing unit or in University owned or approved housing or loss of the right to participate in extracurricular activities for a specific period of time.
9. Loss of Recognition or Charter: A student organization's recognition or charter may be withheld permanently or for a specific period of time. A fraternity or sorority may be prohibited from housing freshman.
10. Hold on Transcript and/or Registration: This is a temporary measure restricting release of a student's transcript or access to registration. Upon satisfactory completion of conditions of the sanction, the hold shall be released.
11. Revocation of degree. A student's degree may be revoked if it was falsely or fraudulently obtained, or if the student was dismissed from the university based on his or her misconduct.
12. Suspension: The student is suspended for a specific period of time. Upon satisfactory completion of stated conditions, reinstatement shall be granted. A student may be excluded from specific areas of campus for safety reasons. ~~Upon satisfactory completion of stated conditions, the university may~~ grant reinstatement at its discretion.
 - The suspension is effective immediately if the conduct board determines that the student poses a safety risk to **himself/herself** or to the university community.
 - Students will be automatically suspended for a minimum of one semester for multiple violations of the university's **alcohol/drug** policy.
13. Dismissal: The student's enrollment is immediately terminated. Dismissal means that a student's academic relationship with the university is permanently ended.
14. Special sanctions for hazing. Pursuant to RCW 28B.10.902, additional sanctions will be imposed in cases where there is a finding of responsibility for hazing as provided in RCS 28B.10.900 and WAC as amended:
 - i. A person who participates in the hazing of another shall forfeit any entitlement to state-funded grants, scholarships or awards for a specific period of time.
 - ii. Any organization, association or student living group that knowingly permits hazing to be conducted by its members or by others subject to its direction or control shall be deprived of any official recognition or approval granted by Washington State University.

Sanctions Summary

8/2/2004 - 5/2/2005

	Appealed	Completed	Open	Total
Alcohol Assessment	0	98	23	121
Community Service and/or Educational Project	0	10	3	13
Community Service Project	2	147	75	224
Community Standards	0	1	0	1
Custodial Time	0	3	0	3
Disciplinary Probation	0	5	200	205
Documentation only	0	2	0	2
Drug Assessment	0	42	13	55
Educational Project	4	340	66	410
Expulsion	0	2	0	2
Follow-up Meeting	0	2	1	3
Formal Apology	0	0	1	1
IMPACT CLASS	50	545	106	701
Loss of Privileges/Removal of Item/Exclusion from Activities	0	1	0	1
Loss of Privileges or Exclusion from Activities	0	6	4	10
No Contact Order	0	0	9	9
None Specified	0	0	0	
Other Assessment (ie: anger, drug, etc)	0	6	6	12
Parent Letter (alcohol only)	0	120	1	121
Registration or Transcript Hold	2	141	100	243
Residential Disciplinary Probation	0	0	1	1
Restitution	0	23	2	25
Restitution (ResLife)	0	1	0	1
Suspension	0	6	14	20
Verbal Warning from Staff	0	4	0	4
Verbal Warning/Meeting with RED	0	6	0	6
Warning	1	113	2	116
Total	59	1,624	627	2,310

Sanctions Summary
8/18/2003 - 6/30/2004

	Appealed	Completed	Open	Total
Alcohol Assessment	1	72	14	87
Community Service Project	2	75	72	149
Disciplinary Probation	1	8	190	199
Documentation only	0	6	4	10
Drug Assessment	0	42	13	55
Educational Project	3	277	71	351
Dismissal	0	3	1	4
Follow-up Meeting	0	2	0	2
Formal Apology	0	3	0	3
IMPACT CLASS	34	529	74	637
Loss of Privileges or Exclusion from Activities	0	9	29	38
Other Assessment (ie: anger, drug, etc)	0	3	2	5
Parent Letter (alcohol only)	2	119	5	126
Registration or Transcript Hold	0	54	118	172
Restitution	1	6	3	10
Revocation of a Degree	0	1	0	1
Suspension	1	6	27	34
Warning	0	137	0	137
Total	45	1,352	623	2,020

Clery Incident Summary (Complete)

8/19/2003 - 12/31/2003

	Campus Police			Local Police			Non Police			Total
	Non Campus Building or Property	On Campus	Total	Non Campus Building or Property	On Campus	Public Property	Non Campus Building or Property	On Campus	Total	
Aggravated Assault	0	8	8	13	2	0	0	0	0	23
Burglary	1	32	33	8	0	0	0	2	2	43
Drug-related Violations	0	27	27	13	0	1	0	0	0	41
Hate Crime	0	0	0	0	0	0	0	1	1	1
Liquor Law Violations	12	217	229	110	19	0	2	23	25	383
Motor Vehicle Theft	0	2	2	0	0	0	0	0	0	2
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	
Robbery	0	0	0	0	0	0	0	0	0	
Sex Offenses - Forcible	0	3	3	1	0	0	0	1	1	5
Sex Offenses - Non-forcible	0	0	0	0	0	0	0	0	0	
Weapons Possession	0	1	1	0	0	0	0	0	0	1
Total	13	290	303	145	21	1	2	27	29	499

Clery Incident Summary (Complete)

1/1/2004 - 6/15/2004

	Campus Police			Local Police				Non Police			Total
	Non Campus Building or Property	On Campus	Total	Non Campus Building or Property	On Campus	Public Property	Total	Non Campus Building or Property	On Campus	Total	
Aggravated Assault	1	14	15	7	0	0	7	0	1	1	23
Burglary	3	39	42	5	0	1	6	0	1	1	49
Drug-related Violations	0	19	19	12	0	1	13	0	0	0	32
Hate Crime	0	3	3	0	1	0	1	0	0	0	4
Liquor Law Violations	4	146	150	31	0	1	32	1	4	5	187
Murder/Non-negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	
Negligent Manslaughter	0	0	0	0	0	0	0	0	0	0	
Robbery	0	0	0	0	0	0	0	0	0	0	
Sex Offenses - Forcible	0	3	3	0	0	0	0	0	0	0	3
Sex Offenses - Non-forcible	0	0	0	0	0	0	0	0	0	0	
Weapons Possession	0	3	3	2	0	1	3	0	0	0	6
Total	8	227	235	57	1	4	62	1	6	7	304

Clery Incident/Hate Crime Summary

8/1/2004 - 5/2/2005

	Campus Police			Local Police				Non Police		Total
	Non Campus Building or Property	On Campus	Total	Non Campus Building or Property	On Campus	Public Property	Total	On Campus	Total	
Aggravated Assault	4	61	65	0	2	1	3	1	1	69
	Total	4	61	0	2	1	3	1	1	69
Burglary	2	57	59	1	1	0	2	12	12	73
	Total	2	57	1	1	0	2	12	12	73
Drug-related Violations	1	62	63	4	1	0	5	3	3	71
	Total	1	62	4	1	0	5	3	3	71
Hate Crime	0	1	1	0	0	0	0	1	1	2
	Total	0	1	0	0	0	0	1	1	2
Liquor Law Violations	19	481	500	25	6	3	34	101	101	635
	Total	19	481	25	6	3	34	101	101	635
Robbery	0	1	1	0	0	0	0	0	0	1
	Total	0	1	0	0	0	0	0	0	1
Sex Offenses - Forcible	0	7	7	0	1	0	1	0	0	8
	Total	0	7	0	1	0	1	0	0	8
Weapons Possession	0	0	0	0	0	1	1	2	2	3
	Total	0	0	0	0	1	1	2	2	3
74										

Clery Incident/Hate Crime Summary

8/1/2004 - 5/2/2005

	Campus Police			Local Police			Non Police			Total
	Non Campus Building or Property	On Campus	Total	Non Campus Building or Property	On Campus	Public Property	Total	On Campus	Total	
	26	670	696	30	11	5	46	120	120	862
Total										

Equity and Diversity

At

Washington State University

Historical View

Washington State University has a long and proud history of equity and diversity. An archived photograph showing the first graduating class in 1897 contains three females in the group of eight individuals. A recent check of the hand-written graduation ledger reveals the name of one of the females to be Julia Howell. The names of the other two females in the picture could not be confirmed in the dilapidated book. Seven women graduated in the class of 1898. Females were also represented on the faculty during those early years. Historical records show there were 10 women among the 52 faculty members in 1901, for example. They held positions such as professor of rhetoric, composition, and Latin. Others were instructors of physical culture, French, drawing, piano and voice.

The first-known student of color to pursue higher education in Pullman was Jessie Senora Sims Walker. Although she graduated with a degree in Pharmacy in 1913, the racial climate of her time prevented her from becoming a professional pharmacist. She returned to her hometown of Tacoma, Washington and established a popular food catering business out of her home.

Two years later a man named William “Lone Star” Deitz arrived in Pullman to coach the Cougar football team. Dietz was part Sioux Indian and was known to occasionally wear traditional Native American clothing to social events. Deitz led Washington State University to its first Rose Bowl victory over Brown University in 1916 and became a Cougar legend.

It was around this time that Winfred Jordan made his way to Pullman. Jordan was more fortunate than Jessie Walker in that he was able to establish a very successful veterinary practice in Philadelphia, Pennsylvania after becoming the College of Veterinary Medicine’s first graduate of color in 1920. The 1920’s also saw considerable growth

among Filipino and Chinese students. Washington State University Archives houses several group photos of well-established clubs catering to students of these ethnicities.

During the 1920's and 1930's Japanese Americans were also becoming visible among the student body. By the early 1940's, however, the United States government began questioning the loyalty of Japanese Americans as U.S. involvement in World War II loomed. Even so, WSU President E.O. Holland is documented as saying Japanese American citizens would be given all possible encouragement to attend the University. In 1942 most Japanese Americans were relocated along the West Coast, and as a result, the WSU Board of Regents established a quota of 30 Japanese Americans that lasted until 1945.

It is also noteworthy that Washington State University is home to one of the nation's first High School Equivalency Programs. In 1967 thirty-one Chicanos/Latinos, mostly children of migrant farm workers, came to Pullman to participate in HEP. Two years later five HEP graduates enrolled at Washington State University and the Hispanic population continued to grow from there. By the spring of 1970, the University established the Chicano Studies Program to meet the growing interest of this population.

Recruiting Strategies

All of the people mentioned built the foundation for future diversity at Washington State University. Like many universities and colleges at that time, WSU did not officially track ethnic enrollment. It wasn't until 1968 that students were asked to voluntarily self-identify their ethnicity on the admission application forms. That year a total of 310 students reported their ethnicity representing 2.6-percent of the student body. Without a concerted effort, the number of students of color at WSU grew naturally through the 1970's and early 1980's. Progress was steady but slow.

By 1987 University administrators recognized there was potential to attract many more students of color to Pullman. Washington State University's Division of Minority Affairs (now called the Office of Multicultural Student Services) hired the university's first minority recruiter that year. A second minority recruiter was added the following year. These recruiters quickly learned that utilizing traditional recruitment methods for these populations is often not effective. In fact, it was the dismal participation of students of color during high school recruiting that prompted them to develop unique early outreach strategies.

Among the most notable programs at Washington State University was "College Knowledge for the Mind". This was a traveling production involving administrators, faculty, staff, and students of WSU. Teams of WSU community members would conduct weekend programs targeting middle school students and their parents in multicultural communities around the State. It wasn't long before high schools began requesting the program. During its heyday in the 1990's, about 15 College Knowledge for the Mind programs took place every year exposing several thousand students and parents to the concept of higher education.

The relationships built with middle schools in particular through the College Knowledge for the Mind program led to the creation of another kind of program—"Adopt-A-School." It was a natural follow-up to the on-site programs. During the spring semester the Division of Minority Affairs invited groups of multicultural eighth-graders to campus from Seattle. Bus transportation, food, and fun educational activities were provided at no cost to the participants. Another innovative program during the 1990's was the Horizon Air/Cougar Monday programs. In partnership with Horizon Air, WSU offered select groups of high-achieving students of color free airplane tickets to attend Cougar Monday visitation programs. As the demand for these services grew, so did the need for a larger recruitment staff. Two additional ethnic recruiters were hired and the entire team of recruiters became specialists in working with particular ethnic communities. In fact, some of the recruiters were permanently placed in multicultural communities to better serve certain populations. The combination of these innovative programs really established a strong state-wide reputation for WSU in the area of minority recruitment.

The recruitment efforts of the 1990's evolved with the times, but the basic model of utilizing recruiters with cultural expertise and offering specialized services to students of color still exists today. The Office of Admission conducts the "Cougars of Color" program which focuses on high-achieving students. Special campus visitations are regularly scheduled for Gear-Up and Upward Bound students from around the State. In cooperation with University staff, WSU multicultural students organize annual recruitment conferences catering to specific ethnic groups. It is also important to mention that many of the academic colleges also have strong recruitment programs (see Addendum A). In the fall of 2004 a total of 2,413 students of color enrolled in Pullman representing 13.8-percent of the student body.

Transition/Retention Strategies

Perhaps the longest-running orientation effort for students of color is the "Bridge Program" in the College of Engineering and Architecture. Since 1989 under-represented students have had the opportunity to attend five-days of workshops on campus during the summer to help them adjust to the rigors of college academics and develop a strong support base. Creative outreach programs for Chicano(a)/Latino(a) and Native American youth also reside in this academic college.

The Office of Multicultural Student Services (MSS) also addresses student retention on several different levels. First, it organizes an annual orientation program called "Conexion". Attended by hundreds of students the day before classes begin, University leaders and current students formally welcome them and introduce them to key personnel and resources across the campus. This is also where new students first meet their assigned student mentor. The MSS Student Mentor Program model has been adopted at many other universities over the years and is credited with helping multicultural students return for their second year of college at nearly the same rate as the general student population.

The facilities within The Multicultural Center are conducive to small group interactions, one-on-one collaboration, and academic study. Four professional retention specialists proactively address the unique needs of each student. Housed within the Multicultural Center is a modern computer lab and space for students to receive free tutoring. It is also believed the four ethnic-specific graduation ceremonies organized by MSS staff also contribute to student retention. These ceremonies are elaborate celebrations deeply rooted in cultural traditions. They provide younger students with motivation to complete their degrees so they can be honored in the same way.

Washington State University's commitment to diversity is also demonstrated by the fact that it is home to the only Gay, Lesbian, Bisexual, and Allies Center at any university in the State of Washington. Also, about 900 students with disabilities throughout the WSU system receive specialized support through the Disability Resource Center.

Perhaps the biggest acknowledgement of Washington State University's comprehensive recruitment and retention efforts came in 2002. The Washington State Office of the Superintendent of Public Instruction used many of WSU's programs as models for other state agencies. The recognition came in a new publication outlining the University's strategies as well as a DVD highlighting some specific programs. These materials were designed to be used as motivational tools for counselors, faculty, K-12 employees, legislators, and corporations as they work toward increasing diversity.

Curriculum Diversification

Largely driven by student activism, Washington State University's Faculty Senate voted to create an American Diversity Requirement in 1998. Faculty leaders secured a grant from the William and Flora Hewlett Foundation to develop the courses to meet this requirement. The first courses became available to students in the year 2000 and more have been added in subsequent years.

Faculty members are currently in the process of reviewing the effectiveness and improving the diversity courses. In partnership with WSU's Office of Undergraduate Education, the Faculty Senate is studying ways diversity can be infused into all curricular and co-curricular activities, possibly beginning with changes to the World Civilization courses.

Diversity Education

On an informal basis, diversity education has been happening at Washington State University about as long as there have been ethnic student clubs. There are just over 40 different multicultural student organizations on the Pullman campus and many of them organize cultural events for the greater community. The regional campuses also host a variety of cultural events.

On a formal basis, Washington State University began offering diversity training in 1994 when two professional diversity educators were hired. In addition to creating a diversity

class for the University's professional development series and inviting faculty to share their cultural knowledge, the diversity educators developed what was called the "Dialogue Group." This group consisted of very diverse people, many of them students, who met with all kinds of offices, departments, student clubs—anyone who was interested. They shared their personal experiences and encouraged open dialogue on issues typically not discussed anywhere else.

Although the Dialogue Group was well-received across the Pullman campus, this initiative became difficult to sustain through many personnel and organizational changes of the 1990's. The diversity class was a mainstay in the Human Resource Service's curriculum until about 2004. It was discontinued to allow planning for a much more comprehensive diversity education effort.

This year Washington State University is launching a partnership with the National Coalition Building Institute (NCBI). Founded in 1984, NCBI currently has 65 college and university affiliates. On July 29, 2005 NCBI trainers will conduct an all-day workshop on the Pullman campus. This session will include faculty, staff, and students already working to advance diversity at WSU. During fall of 2005, NCBI staff will return to Pullman to provide a 3-day "train-the-trainer" seminar primarily intended for faculty and staff. It is proposed that another 3-day session take place during the spring semester focusing primarily on student participation.

The main goal of these sessions is to educate a core group of individuals that can provide proactive responses to discrimination and inter-group conflict on campus. The NCBI-trained team will conduct year-long leadership workshops that create a more inclusive campus environment. The goal will be to offer some form of diversity education once a month. This team can also intervene when difficult conflicts arise. As part of the overall diversity education strategy, an executive diversity education series will work specifically with WSU leadership.

Diversity Leadership

It is often argued that true institutional change cannot occur unless the proposed changes are supported from the top. Although Washington State University has not yet had a president of color, it has hired two provosts of color and later a female filled this position. John Slaughter, an African American, became Provost and Academic Vice President in 1979. Albert Yates, also African American, was offered the job in 1981 and served for nine years. It was largely due to the vision of these Provosts that WSU began to organize itself to serve the interests of diverse populations.

It was Yates who in 1986 pulled together the four independent ethnic student centers under one unit—The Division of Minority Affairs. Along with the retention counselors, he also advocated for the minority student recruiters to be part of this new unit and a director was hired. Finally, Yates called for the creation of a Minority Affairs Advisory Committee. Following Yates' suggestion, former WSU President Samuel Smith created an advisory group called the President's Commission on the Status of Minorities along

with a Commission on the Status of Women and Commission on the Status of Individuals with Disabilities.

These Commissions formulated many of the policies and practices that govern our diversity work today. One of the first charges to the Commission on the Status of Minorities was to analyze all of WSU's diversity programs and suggest ways to make them more visible and strong. Just as Yates did with the ethnic centers, the Commission suggested bringing together all the "diversity offices" into one area. These offices included the Division of Minority Affairs; the Disability Resource Center; the Gay, Lesbian, Bisexual, and Allies Program; Women's Resource Center; the Center for Human Rights; Human Resource Services; the Conflict Resolution Program; the Talmadge Anderson Heritage House; and ADA Compliance. The directors of these units reported to a new position called Vice Provost for Human Relations and Diversity (HRD).

This organizational structure stayed mostly intact for over a decade. Many people believe it provided a stable and supportive environment for these units to experiment and fine-tune their services. Many solid recruitment and retention programs were created during this time, in spite of the budget challenges the University and these units faced.

It was around the time when the Vice Provost for Human Relations and Diversity retired from WSU, that many other executive level personnel changes began to occur. In 1999 Washington State University worked to replace retiring President Smith and the Provost position had seen several different faces come and go. Like so many other initiatives across the University, many people believe diversity efforts lacked significant progress during this short transition period.

The WSU Board of Regents appointed a new president in 2000—V. Lane Rawlins. During Dr. Rawlins' first year he created the Council on Campus Climate. He charged 20 students and 10 faculty/staff with crafting recommendations to address racism, violence, homophobia, and the recruitment/retention of faculty /staff of color. In 2001 Council members submitted a list of recommendations for consideration. Many of them have been implemented including the relocation of the Multicultural Center to a central part of campus, identifying a central office to promote non-violence, developing a coordinated plan for hate/bias reporting, creating a Council for Gender Identity and Sexual Orientation, and publishing a safety tips brochure along with supporting bookmarks.

President Rawlins has appointed several key groups to advise administration on equity and diversity issues as well as help implement new strategies. As a way to build on the earlier work of the Commission on the Status of Minorities, he created the President's Commission on Race and Ethnicity. The Commission on the Status of Women, the Association of Faculty Women, and GRACe (Gendering Research Across the Curriculum), and The Council for the Advancement of Women are all groups that advocate for and increase networking among women.

Perhaps one the most visible outcome from the work of the Council on Campus Climate was the creation of a major diversity event to recognize all the hard work faculty, staff, and students put into advancing equity and diversity. The event became known as “The Diversity Celebration”. While this event created some controversy in the community, it did bring about a new awareness of diversity issues and helped illustrate the strong desire by many to see much more progress than what was taking place.

Some of the other recommendations are in the planning stages and nearing implementation—most notably the diversity education partnership with NCBI and increasing support for faculty recruitment through the Center for Human Rights. Washington State University has had some recent success in recruiting diverse faculty by utilizing a method called cluster hiring. Cluster hiring is based on the assumption that the retention of faculty will increase if they are hired as a group rather than alone. The Provost’s Office provides deans the opportunity to compete for grant money to help them accomplish their diversity hiring plans. To date four grants totaling \$200,000 each have been awarded to the College of Education, the College of Liberal Arts (for the Plateau Center), the College of Sciences, and the College of Engineering and Architecture. The College of Education was the first area to proceed with cluster hires and the results were very promising.

In 1994 The President’s Office called for a comprehensive survey assessing the climate of all four WSU campuses. Washington State University’s Social and Economic Sciences Research Center surveyed 1,328 students and 2,500 faculty and staff. Nearly 75-percent of the student respondents say their campus climate is positive. Just over half the faculty who responded believe WSU is doing an excellent or fair job of supporting diversity. While most of the survey results were encouraging, the data for some of the under-represented groups showed not everyone is comfortable with their campus climate. The gay, lesbian, bisexual, and transgender population indicated the most concern. This survey will be repeated approximately once every two years.

Another key development occurred in 1994. Guided by the interests of the tribes, the Washington State University Plateau Center was created to foster partnerships with Native American tribes to further research and scholarship, curriculum development, and expand educational opportunities for Native Americans.

President Rawlins decided in 2004 to elevate the stature of equity and diversity issues within the WSU system by creating a new vice president position. Michael J. Tate was named the first Vice President for Equity and Diversity in 2005. It is the first time someone representing equity and diversity issues has a seat on the Executive Council and regularly appears before the Board of Regents. The equity and diversity units now have visibility and support at a level unmatched in the history of the institution.

New Era

Clearly Washington State University is heading into a new era addressing equity and diversity issues. The Office of the Vice President for Equity and Diversity is in the final

stages of creating a system-wide strategic plan for equity and diversity. New partnerships are being established with academic colleges, alumni groups, community organizations, student clubs and faculty/staff groups. Three University equity and diversity benchmarks have been drafted. In addition, each vice presidential area and each academic college has written at least one equity and diversity benchmark. The University benchmarks seek to graduate students of color, women, glbt students, and students with disabilities in a six-year cohort at a rate equal to or exceeding the student body as a whole; increase representation of faculty of color, women, glbt faculty, and persons with disabilities in all colleges at all levels; and demonstrate consistent improvement in campus climate through continual qualitative and quantitative measurements.

Student involvement remains key to ensuring new programs and services are successful. In an effort to increase communication with students, President Rawlins and many other University leaders periodically met with students during the spring of 2005. The purpose of these meetings was to put concerns on the table and begin to work together to find solutions. Many of the specific concerns of the students and subsequent actions taken by University leaders are documented in a progress report distributed to all interested parties (Addendum B). Collaborative meetings with students will continue in the new academic year and become a natural part of advancing equity and diversity at Washington State University.

Within the Office of the Vice President for Equity and Diversity, specific goals have been established for the upcoming year. The goals seek to improve the university climate; work to infuse diversity into institutional leadership and management; diversify representation and outcomes; improve diversity education and scholarship; and increase assessment and accountability. Already there are a lot of things happening at every level and every location of the University. Following is a partial listing of existing equity and diversity initiatives to give an idea of the breadth of endeavors happening at Washington State University (Addendum A). It is from these kinds of innovative activities that future diversity programs will continually evolve.

This report was produced by the Office of the Vice President for Equity and Diversity at Washington State University, July 2005

Addendum A

Equity and Diversity Initiatives at Washington State University January 2005

If you have questions about this list or cannot locate the information you need from the provided URL's, please contact diversity@wsu.edu.

***African American Women's Conference**

Sponsored by the Black Women's Caucus, the African American Women's Conference is an annual conference which brings in students from many colleges and universities to the Pacific Northwest. The focus is empowering students, particularly African American women, to succeed both academically and in future endeavors. Speakers and workshops focus on personal and professional achievement, using the experiences of African American women as inspiration. Past speakers include: Jessica Care Moore, Carolyn Sawyer, and Bernadette Williams.

<http://www.wsu.edu/multicultural/calendar.htm>

***Asian American Pacific Islander Awareness Month**

The Asian American Pacific Islander Awareness Month is a month of events that brings awareness regarding the Asian American and Pacific Islander cultures and celebrates their accomplishments and contributions.

<http://www.wsu.edu/~aapihome/index.html>

***Academic Enrichment Center**

Located in the Multicultural Student Center, the Enrichment Center offers student tutoring, access to a computer lab, and a workshop series.

<http://www.wsu.edu/multicultural/current-students/academic-enrich.htm>

***Americans with Disabilities Act (ADA) Compliance Office**

The ADA Office addresses compliance issues in regards to students, employees, facilities, assistive technology, and public recommendations. A network of ADA representatives in various colleges are available to assist with compliance through the university system.

<http://www.wsu.edu/accessibility/>

***American Diversity Requirement**

Approved by the Faculty Senate in 1998 at the recommendation of WSU students, the American Diversity Requirement became effective for students beginning their post-secondary education in the fall of 2000. In 1999, WSU received a \$100,000 grant from the William and Flora Hewlett Foundation to develop diversity courses that would meet this requirement. The funding from this program allowed faculty members to construct seven intermediate and four capstone courses. The American Diversity courses were developed to provide an overview of historical and contemporary issues in cultural diversity in the United States.

<http://facsen.wsu.edu/eppm/documents/CHAPTER5.doc>

***American Indian Science and Engineering Society (AISES)**

The AISES was developed to increase the number of American Indian scientists and engineers in the nation, increase technological leaders within the Indian community, and to assist American Indians to become self-reliant and self-determined members of society. AISES is a national, private, non-profit organization with an active chapter at WSU. AISES members are committed to professional development, networking, leadership development, and community service.
<http://www.wsu.edu/~naschome/org.htm>

***Assistive Technology Initiatives**

A Web Accessibility Policy has been developed and approved. The measure will insure that all of WSU's Web sites will be available to individuals with disabilities. Funding has also been secured to purchase assistive technology equipment for the entire WSU system. A Closed Captioning Policy is currently being proposed to ensure that all videos/DVD's and video streaming will be accessible to individuals who are hard of hearing or deaf.

***Black History Month**

The Black History Month provides multiple events to promote and highlight African American contributions to society by showcasing culturally diverse activities including a range of programs such as lectures, art displays, and performing arts productions.
<http://www.wsu.edu/~aahome/studentorganizations.html>

***Bridge Program (16th Year)**

Implemented as a five day workshop, the Bridge Program is for incoming under-represented engineering, math, and science students. It is designed to help the students bridge their previous education with that on the WSU campus. Sessions are held on career planning, time management, study skills, stress management, how to buy books, and how to succeed in chemistry and mathematics. These workshop presenters willingly participate and volunteer their time. Campus tours acquaint the students with buildings and resources. Most important is the networking the students go through as they meet one another and learn there are others who they can call upon for study partners, encouragement, and friendship. This is a partnership with the College of Engineering and Architecture and the College of Sciences.

***Building Bridges**

Building Bridges is an annual program sponsored by the Association of Pacific and Asian Women and is a presentation for highlighting the multicultural groups at Washington State University. It is meant to educate the community to the issues, concerns, talents, experiences, and diversity of WSU students. The program is completely student-driven, and is one of the most well attended performance events on campus, drawing an audience which completely fills the Compton Union Building (CUB) Auditorium each year for the past ten years.
<http://www.wsu.edu/~wrc/Organizations/apaw/>

***Campus Diversity Council – WSU Vancouver**

The Campus Diversity Council serves in an advisory role to the Chancellor of WSU Vancouver in creating and implementing a campus strategic plan for diversity. The Council supports and facilitates diversity-related efforts on campus with the goal of providing leadership and encouragement of an administrative structure that creates systems of accountability. Staff and faculty members of the Council also work to create an institutional environment that is safe and inclusive for work and learning and curriculum and scholarship that enhance learning about, and respect for diversity and equity. The Council provides structures for academic success and increased access to higher education for a diversified student body as well as provides structures to recruit, employ, develop and retain a diversified workforce that includes all under-represented groups.

***Children of Aztlan Sharing Higher Education (CASHE)**

CASHE is a student recruitment conference organized by Movimiento Estudiantil Chicano de Aztlán (MEChA) students.
<http://cub.wsu.edu/wsumecha/registrations.doc>

***Community, Activism, Pride Today, Inspiring, Visionary, Action, Tomorrow, Empowerment! (C.A.P.T.I.V.A.T.E.) Conference**

C.A.P.T.I.V.A.T.E. is an annual conference sponsored by the Association of Pacific and Asian Women, which utilizes guest speakers and workshops to develop student leaders, to empower students toward positive change, and to explore issues relevant to the Asian American and Pacific Islander communities locally, nationally, and globally. Past speakers include: Helen Zia, Dr. Haunani-Kay Trask, and Regent member, Phyllis Takisaki Campbell.

***Conexion**

Conexion is a welcome reception for new freshman and transfer students, giving a comprehensive introduction to the many support services, student organizations, and university academic programs available. The reception also provides an opportunity for the mentors from the Multicultural Student Services Mentor Program to meet with their assigned mentees for the first time.

***Disability Awareness Month**

In October of each year, a series of activities are coordinated and sponsored to coincide with the National Disability Employment Awareness Month and to raise awareness of disability issues and celebrate individual successes of people with disabilities.

<http://wsunews.wsu.edu/releases4/ctt113.htm>

***Disability Resource Center**

The Disability Resource Center (DRC) coordinates accommodations for students with disabilities. The Center provides educational support services for students and disability awareness training for WSU faculty, staff, and students. The Center works cooperatively with university programs to encourage compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The DRC promotes and encourages self-advocacy for students with disabilities.

<http://www.wsu.edu/~drc/>

***Disability Studies Minor**

In the fall semester of 1991, the Speech and Hearing Sciences Department offered a three credit General University Requirement course in disability studies. In 1999, a second, Tier II disability studies course was developed and in 2000, a disability minor was approved. Each semester over 100 students take these courses.

<http://www.libarts.wsu.edu/speechhearing/academics/disability-studies-minor.pdf>

***Diversity Advisory Board – WSU Vancouver**

The Diversity Advisory Board is made up of community members who are in an advisory capacity to the WSU Vancouver Diversity Council on matters of campus and community diversity issues.

Members also work in partnership with the Diversity Council and with the Diversity Faculty Fellow on diversity issues and to further the diversity goals of the campus.

<http://www.vancouver.wsu.edu/adm/hrs/diversity/newsletter/2002/Apr02DiversityNewsletter.pdf>

***Diversity Faculty Fellow Position – WSU Vancouver**

The Diversity Faculty Fellow Position is responsible for assisting the Diversity Council with the development, administration, and implementation of diversity initiatives. The individual in the position assists with the development of a comprehensive range of educational programs that raise awareness about diversity, promote development skills that enhance the ability of the staff, faculty, and students to live, work, and interact productively in a diverse community. The Diversity Faculty Fellow advises and assists departments to help infuse diversity into the curriculum. The individual also recommends ways to increase campus diversity through recruitment and employment, as well as recommending university-led programs or services that will benefit the region's under-represented groups and disenfranchised communities through partnerships, service, and learning.

***Empowered Latinas Leading America (ELLA) Conference**

ELLA is an annual conference sponsored by Mujeres Unidas which aims to invite Chicana/Latina students from the Pacific Northwest to interact with women leaders, speakers, writers, artists, and scholars. A full day of workshops, panels, and presentations, the conference focuses on overcoming barriers, attaining achievement, and celebrating success. Recruitment and retention in higher education is a major goal of this conference.

<http://www.wsu.edu/~wrc/Organizations/mu/>

***Equity Scorecard and Benchmarking Project**

The Equity Scorecard and Benchmarking Project is a collaboration between Washington State University and the University of Southern California's Center for Urban Education which examines basic data about WSU students in order to measure outcomes for students of under-represented groups and identify interventions that will improve equity.

***Ethnic Graduation Ceremonies**

The Ethnic Graduation Ceremonies are events celebrating the accomplishments of students graduating. Multicultural Student Services coordinates these events.

***Future Cougars of Color Program**

The Future Cougars of Color Program is a spin-off from the College of Education's Future Teachers of Color Program. It provides opportunities for high school students of color, regardless of their academic interests, to visit the Washington State University campus. High achieving students attend special classes, college fairs, sporting events, and mingle with WSU students. It is organized by the Office of Admissions.

<http://world-class.wsu.edu/2004/cougars-color/>

***Future Teachers of Color Program**

This program is established to recruit and retain under-represented students to the programs and departments within the College of Education. Through a competitive application and screening process, high school and community college students who have a strong interest in pursuing a

teaching career are invited to Washington State University. Participants have the opportunity to meet faculty, students, and WSU administrators. They attend special classes, workshops, and events that educate them on the curriculum at WSU and the benefits of choosing this career. Information is provided on college admission, financial aid, housing, and scholarships. The goal of this program is to prepare more teachers of color to enter the workforce and to meet the demand for diverse teachers. <http://www.educ.wsu.edu/diversity/ftoc/>

***Gay, Lesbian, Bisexual, Transgendered and Allies (GLBTA) Center**

The GLBA Center provides education, support, and advocacy for gay, lesbian, bisexual, and transgendered faculty, staff, and students and their allies. The Center works to create equal access, opportunity, and inclusion at every level of the institution.
<http://cub.wsu.edu/glbap/>

***Harvest of Hope Gear-Up Program**

Supported by a five-year grant from the U.S. Department of Education, the Gear-Up Program prepares middle and high school students to enter and succeed in higher education. This grant supports partnerships between WSU, seven school districts, two community colleges, an orchard, and several state agencies in the Tri-Cities area. It serves low-income, migrant, and rural communities. The Program is administered at WSU Tri-Cities.
http://www.tricity.wsu.edu/gearup/gearupphp_j.php

***Hate/Bias Project (Bias Incident Report and Response)**

The Hate/Bias Project gathers reports of bias incidents and other climate issues, coordinates responses to bias incidents with appropriate offices, and tracks the number of incidents.

***Hispanic Youth Exploring Engineering (HYEE) Camp**

A similar camp to Native Youth' Exploring Engineering Program, HYEE was initiated in Summer 2004, for 12 Hispanic students and one teacher from the Yakima Valley. This camp began small, exactly as NY'EE did in 1999, and will grow in the same manner as NY'EE (see page 6 for description of NY'EE).

***International Globalization, Diversity, and Education Conference**

The International Globalization, Diversity, and Education Conference is a new conference that will debut at Washington State University in Pullman on March 3-5, 2005. It is organized by the College of Education and supported by the Office of the Provost, WSU Extension, and the Office of the Vice President for Equity and Diversity. Seeking to bring nationally and internationally acclaimed speakers to engage the community in many topics of diversity, it will provide a forum for scholarly discussion of diversity, grounded in relationships between people and the economic and cultural landscapes in which they interact. A special feature will be the film premier, "My Town", by Michael T. Hayes, Associate Professor, WSU Department of Teaching and Learning.
<http://www.emmps.wsu.edu/globalization/>

***Lavender Graduation**

The Lavender Graduation celebrates the accomplishments of graduating students in the gay, lesbian, bisexual, and transgendered community.

***Martin Luther King Celebration**

The Martin Luther King Celebration is a week of multiple events in remembrance of Dr. King and to renew the community commitment to the legacy of Dr. King.
<http://www.wsu.edu/MLK/>

***McNair Program (Trio)**

The McNair Program was established in memory of astronaut, physicist, and Challenger crew member Dr. Ronald E. McNair. As a Trio Program supported by the U.S. Department of Education, the McNair Program prepares qualified undergraduates for future doctoral studies. This Program belongs to the WSU Graduate School, however, it is housed in the Student Advising and Learning Center. Through special workshops and research experiences, McNair seeks to increase the number of under-represented Ph.D.'s with the goal of diversifying the faculty across the nation. http://www.wsu.edu/~mcnair/program_details/introduction.html

***Meet Our Students and Investigate College (MOSAIC) Fair – WSU Vancouver**

The MOSAIC Fair is an opportunity for diverse high school students and community college students to learn about Washington State University. The MOSAIC Fair includes a fun and informative opportunity for potential students and their high school/college advisors to tour the WSU Vancouver campus, meet other WSU students, and learn about the academic programs that the university offers. The fair also provides useful information concerning the selection of a major field of study and a career along with furthering the diversity goals of the campus. <http://www.vancouver.wsu.edu/adm/hrs/diversity/newsletterapr-may04/mosaic.html>

***Multicultural Student Services Center**

Multicultural Student Services (MSS) Center is a powerful model that combines a multicultural/multi-ethnic approach to the delivery of services to approximately 2,223 undergraduate students and 284 graduate students which is approximately 13 percent of the WSU Pullman enrollment, while understanding and respecting the unique cultural and social aspects of the communities it serves. MSS seeks to enhance the experience of multicultural students by providing services that foster their transition, adjustment, persistence, achievement, and graduation. The Center offers space for the African American Student Center, the Asian American and Pacific Islander Student Center, the Chicana/o-Latina/o Student Center, and the Native American Student Center. Each Center provides a variety of services to support students. All students are welcome to the Multicultural Center and many participate and benefit from its services. Students are contacted throughout the year by each Center and/or by MSS via the Cougars of Color Newsletter and Career Expo Phone-a-thon. <http://www.wsu.edu/multicultural/index.html>

***Multicultural Student Mentor Program**

The Multicultural Student Mentor Program provides support, information, and guidance to Washington State University students. This program is coordinated by Multicultural Student Services. <http://www.wsu.edu/multicultural/current-students/mentor-program.htm>

***Native American Awareness Month**

The Native American Awareness Month is in November which is filled with multiple programs highlighting Native American cultures. <http://www.wsu.edu/multicultural/calendar.htm>

***National Education for Women's Leadership (NEW Leadership)**

The NEW Leadership program is an award-winning national program for the education and empowerment of women in public leadership. Washington State University is the host institution for the Inland Northwest region. NEW Leadership Inland Northwest is a residential summer program with an innovative curriculum, teaching students about diversity of women's historical and contemporary participation in politics and policy-making; connecting students with women leaders who make a difference in the public sphere; helping students explore the demands of

leadership in a diverse society; cultivating students' leadership skills; and enabling students to practice leadership through action.
<http://www.wsu.edu/~wrc/Leadership/>

***Native Women's Roundtable**

The Native Women's Roundtable is an event sponsored by the Native American Women's Association. The roundtable invites Native American alumna to campus providing a forum for interaction with students, staff, and faculty. The focus is academic success and retention of Native American students. Barriers are acknowledged and opportunities are presented to empower students towards achievement.

***Native Youth' Exploring Engineering (NY'EE) Program (7th year)**

The NY'EE Program is a residential summer camp for Native American youth aged 13 to 16 from tribal schools and communities throughout Washington, Idaho, Oregon, and Western Montana, coordinated and directed by the College of Engineering and Architecture and Edward R. Murrow School of Communications. The 2005 camp will bring approximately 80 Native American youth to WSU's Pullman campus for a full week of hands-on activity and experiential learning from June 20-24. Participants are exposed to the college environment as they learn how it is possible to achieve their goals and dreams through higher education. NY'EE is designed with the hope that it may spark a life-long interest in learning and, in particular, an interest in technical fields such as engineering and the sciences, and communications.

<http://www.wsu.edu/~nyee/>

***Out in the Middle of Wheatfields Conference**

Out in the Middle of Wheatfields is a regional leadership and educational conference for gay, lesbian, bisexual, transgendered college students and their allies.

<http://capps.wsu.edu/out/Opportunities.pdf>

***Pah-Loots-Pu Celebration (Pow Wow)**

The Pah-Loots-Pu Celebration is a Native American traditional Pow Wow organized by Ku-Au-Mah and Native American Women's Association. The celebration brings to the University and Pullman community the opportunity to participate in a Pow Wow, serves as a recruitment event, and honors the accomplishments and contributions of Native American students at WSU.

<http://www.wsu.edu/~naschome/powwow.htm>

***Plateau Center**

Guided by the interests and needs of the tribes, the Plateau Center fosters collaborative partnerships with American Indian Tribes to further interdisciplinary research and scholarship, curriculum development, access to university resources, and expanded educational opportunities for Native Americans. While the focus is principally within the Plateau region, it will not be exclusive to the Plateau Tribes, but will extend to historical and contemporary issues of Native people of North America, recognizing specifically the many interconnections of all of the Tribes in the region. Dr. Ron Pond was appointed Interim Director for the Plateau Center on December 1, 2004. He is a member of the Confederated Tribes of the Umatilla Reservation.

<http://libarts.wsu.edu/ask/ask1-1/plateau.html>

***Semana de la Raza – Chicana/o-Latina/o Awareness Week**

The Semana de la Raza is a week of events to bring awareness about Chicana/o-Latina/o cultures and a celebration of their accomplishments and contributions.

<http://www.wsu.edu/multicultural/calendar.htm>

***Shaping High School Asian and Pacific Islander Students for the Next Generation (SHAPING)**

SHAPING is a recruitment conference organized by Asian Pacific American Student Coalition students which targets Asian American Pacific Islander (AAPI) students across the state of Washington, who have traditionally not had access to higher education. By minimizing the costs for the students to attend the three-day conference, they are able to see what higher education and Washington State University would offer them in terms of degrees, resources, and support.

<http://www.wsu.edu/multicultural/calendar.htm>

***Student Support Services (SSS) (Trio Program)**

As a Trio Program supported by the U.S. Department of Education, the SSS Program provides personalized support to first generation, low-income, and/or disabled students. It is based in the Student Advising and Learning Center and offers many services such as academic advising, career/personal counseling, mentoring, tutoring, and cultural enrichment.

<http://www.sssp.wsu.edu/>

***Take Back the Night**

Take Back the Night is an annual program that is sponsored by the Coalition for Women Students. It is a campus initiative working to build a safe environment that is free from violence and intimidation. The Coalition for Women Students along with Associated Students of Washington State University and other campus organizations, organizes this annual rally to advocate for a proactive environment and a safe space for all people in our community.

<http://www.wsu.edu/~wrc/Organizations/tbtn/>

***Talmadge Anderson Heritage House**

The Talmadge Anderson Heritage House was created in 1975 to facilitate the cultural and educational development of students, faculty, staff and the entire WSU community. The Heritage House was designed to preserve and promote African American culture and history through books, films, and artifacts. It also serves as a meeting and study center and houses the *Western Journal of Black Studies* which was founded by Talmadge Anderson in 1977, who was an Associate Professor of Comparative American Cultures and Marketing at Washington State University.

***Tutoring Services**

Multicultural Student Services currently offers tutoring for 108 different courses with emphasis in Math, Science, and Writing.

<http://www.wsu.edu/multicultural/current-students/academic-enrich.htm>

***Upward Bound (Trio)**

As a Trio Program supported by the U.S. Department of Education, the Upward Bound Program works with high schools and middle schools to assist disadvantaged students in completing secondary school and expose them to the benefits of achieving higher education. WSU's program began in 2003, and serves primarily Native American and Chicana/o-Latina/o students in Okanogan, Yakima, Ferry, and Stevens Counties in Central Washington. Program directors are located in these counties and are administered by the Associate Vice President for Student Affairs in Pullman and the Director of Student Affairs at WSU Spokane.

<http://www.tricity.wsu.edu/upwardbound/>

***Visionaries Inspiring Black Empowered Students (VIBES)**

VIBES is a recruitment conference organized by the Phi Beta Sigma Fraternity.

***Washington Achievers Mentoring Program**

One hundred percent of incoming freshman and transfer students are assigned a mentor to assist them with their transition and acclimation to the university environment. First year retention for multicultural students is at the same rate or just a few percentage points behind their caucasian counterparts. Mentoring is provided to the Multicultural Washington Achievers, who are sponsored by the Washington Education Foundation.

<http://www.wsu.edu/multicultural/current-students/mentor-program.htm>

***Week without Violence and the Clothesline Project**

Coordinated by the YWCA of WSU, the annual program, *YWCA Week without Violence*, brings together campus and community groups in a full week of activities focused on ending violence in all its forms. Workshops, performances, speakers, panel discussions, and pledge drives are organized by various groups and coordinated by the YWCA. The *Clothesline Project* is on display in the central campus mall during the same week. It consists of 500 t-shirts, painted by people connected to WSU, attesting to how violence has affected individuals, families, friends, and community. The main focus of the week is ending violence against women but it is acknowledged that all forms of violence must be eliminated for growth of a civil society to occur.

<http://www.wsu.edu/~wrc/Organizations/ywca/violence.html>

***Women in Math, Science, and Engineering (WiMSE) Program**

The WiMSE Program is comprised of a group of faculty members, administrators, staff, and students at Washington State University who work to increase representation of women in math, science, and engineering. The mission of WiMSE is to initiate, develop, and coordinate programs and services that support the recruitment, retention, and success of women students in academic disciplines falling under the broad umbrella of mathematics, science, and engineering. Focuses are on increasing the number of women choosing and successfully completing degrees in math, science, and engineering. Students, staff, and faculty work together to improve the institutional climate by developing services and programs which meet the academic, financial, and personal needs of women. Extra-curricular support includes a supportive living environment, tutoring resources, an advising fair, networking opportunities, publications of interest to math, science, and engineering students, and access to student chapters of professional organizations.

<http://www.sci.wsu.edu/wimse/>

***Women of Color Day Celebration**

The Women of Color Day Celebration highlights Washington State University alumna and their exceptional achievements and is an annual event sponsored by the Coalition for Women Students. The program creates an opportunity for current students to interact and network with these distinguished women of color, providing a forum for encouraging and inspiring the highest achievements of our students.

<http://www.wsu.edu/~wrc/Organizations/wocd.html>

***Women Making History at Washington State University**

Women Making History at Washington State University is a project that was developed by the Women's Resource Center. It coincides with the Women's History Month celebration each year. The Women Making History at Washington State University project recognizes women who have the courage and vision to make a difference on campus, in our communities, in our nation, and

around the world. On an annual basis, the Women's Resource Center publishes an informational booklet highlighting the diverse contributions made by Women at WSU both today and in the past.

<http://www.wsu.edu/~wrc/History/>

***Women's Recognition Luncheon**

The Women's Recognition Luncheon is an annual event organized by the Women's Resource Center. The Luncheon is a venue for celebrating women's diversity and contributions. The annual Luncheon also incorporates the award presentations of women of distinction and women of the year. <http://www.wsu.edu/~wrc/History/luncheon.html>

***Women's Transit**

Serving the WSU campus community since 1977, Women's Transit is a student program that serves as a preventative measure against sexual assault on campus. Women's Transit provides free door-to-door transportation for women who would otherwise have to walk alone after dark. Women's Transit aims to provide safe mobility for women, promote sexual assault prevention, and offer community service learning opportunities to students on the WSU Pullman campus.

<http://www.wsu.edu/~wrc/Transit/>

***Women's Resource Center**

The Women's Resource Center (WRC) is an integral part of Washington State University's commitment to equity and diversity. The WRC works to promote a safe and supportive climate that enables women to engage as full and active participants within the university system. When the Women's Resource Center provides assistance, support, and mentoring to women at Washington State University, these women help transform the educational environment into a more inclusive and progressive institution.

The Women's Resource Center develops programs to celebrate women's diversity and contributions while actively confronting societal challenges and obstacles through activism and working for change. The WRC programs address gender, race, class, and their intersections, recognizing the relevance of these inter-related social issues. Offering resources and educational programs to members of the university, the larger constituencies act as change agents for a more diverse and inclusive educational system. <http://www.wsu.edu/~wrc/>

***YWCA of WSU Racial Justice Program (National Coalition Building Institute)**

The YWCA of WSU Racial Justice Program is sponsored by the Young Women's Christian Association of Washington State University. Workshops, speakers, open forums, and performances have all been utilized as a means of opening discussions on race relations. Each conference attendee is asked to take personal responsibility for anti-racism action in his/her own life and interactions, as well as to commit to supporting community efforts to end racism and promote social justice. Past speakers include: Dr. Manning Marable, Mtangulizi Sanyika, and Bill Wassmuth.

<http://www.wsu.edu/~wrc/Organizations/ywca/rjc.doc>

Addendum B

Washington State University Student Meeting Update

May 3, 2005

Washington State University is pleased to work with concerned students to address the equity and diversity issues discussed in the joint meeting on March 8. Below is a brief summary of activities many WSU staff members have undertaken since that meeting.

Although some things will take more planning, we are committed to working with students to make real progress in these areas.

Black Text—March 24 Update

Red Text—May 3 Update

Changes in Policy

Student Conduct Process

At the request of the WSU Board of Regents, the student conduct process will be reviewed by the Vice President for Equity and Diversity, the Vice President for Student Affairs, and the Provost. Initial conversations have occurred with Washington State Human Rights Commission personnel, and WSU administrators are asking that they provide thoughts as to how our conduct process might be improved.

On behalf of the Washington State Human Rights Commission, Executive Director Marc Brenman accepted Washington State University's invitation to conduct a review of its student conduct policies and practices. Specifically, the Commission will examine the conduct code in terms of addressing hate, bias, and harassment. It will also review all the steps used to process and respond to this specific incident.

The Washington State Human Rights Commission is appointing people to the review team. In addition to Brenman, the review team so far consists of Reiko Callner, Chair of the Washington State Human Rights Commission; Thi Huynh, representative of the State Commission on Asian Pacific American Affairs; and Joan Menzies, Director of Student Services at Washington State University-Spokane. The Commission is considering the appointment of others including a student.

Brenman, Callner, and Huynh from the review team visited campus and conducted interviews May 1-2, 2005, with people directly involved with the alleged harassment incident. WSU's Office of the Vice President for Equity and Diversity is taking the lead in offering support for the work of the review team.

Washington State University leaders are asking the review team to provide a progress report to The Board of Regents in May and a final report in June.

Zero-Tolerance Policy

The Commission on Race and Ethnicity, consisting of students, faculty, and staff, has been asked to provide leadership in researching this issue. The Commission would be charged with reviewing our current policies, consulting other educational institutions, and making a recommendation for possible improvements to our current policies.

Washington State University's Commission on Race and Ethnicity is researching the issues surrounding the possibility of implementing a zero-tolerance policy.

Guaranteed Autonomy

President V. Lane Rawlins has expressed his support for maintaining the current structure of the multicultural student centers. The Associated Students of Washington State University (ASWSU) has authority over the various offices and programs located in the CUB. WSU staff are available to provide expertise and support to students and others seeking to work with ASWSU on this issue.

The Office of the Vice President for Equity and Diversity looks forward to the opportunity to discuss the planning and implementation of CASHE, SHAPING, VIBES, and Pah-Loots-Pu. These discussions will focus on the mission and impact of these conferences, as well as budgetary challenges and needed staff support. It is the goal of the Office of the Vice President to collaborate with student leaders to formulate a comprehensive plan to ensure these events will be successful in the years to come.

The two security cameras that were installed at the entrance of The Multicultural Center have been removed.

The staff within The Multicultural Center is working with CUB management and Facilities Operation to identify temporary quarters for the ethnic centers while the CUB is remodeled. Consideration is being given to maintaining separate space for each of the student centers as much as possible. The Director of Multicultural Student Services, Manuel Acevedo, has been participating in meetings related to the CUB remodel.

Diversification

Search committees are being formed to search for an Asian American and Pacific Islander Recruitment Counselor and an African American Recruitment Counselor. Due to the fact that the searches will go into the summer months, consideration is being given to ways to involve students in the process.

The search committee for the African American Admissions Counselor position has been selected and Jeff Guillory has been named committee chair. The position description is currently being revised and work on drafting the notice of vacancy will begin very soon. According to the Committee's timeline, this position will begin to appear in advertisements during the second week of May.

The search for the Asian American and Pacific Islander Admissions Counselor is also underway. Committee Chair Dwight Hagihara says his group will finalize the position description and notice of vacancy during the first week of May. Advertisement of the position is scheduled to begin the second week of May.

The Office of the Vice President for Equity and Diversity is assuming more responsibility for working with students in planning and implementing the ethnic recruitment conferences—CASHE, SHAPING, VIBES, and Pah-Loots-Pu. Michael J. Tate, Vice

President for the Office of Equity and Diversity, met with Brenda Ivelisse Maldonado, Campus Involvement; Robert Easterly, Associated Students of Washington State University; and the chairs from each recruitment conference planning committee on April 21.

Diversity Proficiency

Diversity Education and Training

American Diversity Requirement

The General Education requirement addressing American Diversity originated in a student initiative in December 1996, supported by a broad coalition of campus groups and approved by the Faculty Senate. Along with the implementation of the requirement in the fall of 2000, a permanent “American Diversity Subcommittee” was established under the General Education Committee.

The Faculty Senate leadership has been in discussions with the Office of Undergraduate Education on these issues. Those discussions have focused on the need to integrate diversity issues throughout the students’ curricular and co-curricular educational experiences, both in the General Education program and in their major fields of study. To that end the Director of General Education, Senate past Chair and Office of Undergraduate Education Director will meet to develop a series of work sessions that will be conducted this summer focusing on the integration of diversity throughout curricular and co-curricular activities. The initial steps will likely focus on General Education courses such as World Civilization 110 and 111. This process will include faculty, staff and students and the outcomes will be reviewed for approval by the Faculty Senate.

The Department of Comparative Ethnic Studies (CES) has already conducted some related work over the last year. Those faculty members have developed a diversity learning outcomes for their program and measures to assess students’ progress. The CES Chair, Dr. Yolanda Neiman Flores, is currently a member of the General Education Committee. Her department’s work, which has been supported by an Office of Undergraduate Education Teaching and Learning Grant, will help in the revision of learning outcomes and related measures for the university diversity goals.

Hate/Bias Report and Response Program

WSU’s three-year-old Bias Incident Reporting Program is being updated and strengthened. One thousand newly designed posters and bookmarks will be distributed throughout the Pullman

campus. The website has been redesigned and improved. It is now possible to report hate/bias activity on-line. A revised training program for frontline personnel and administrators who may take reports will be completed before the end of the semester. The Center for Human Rights will receive all reports and provide tracking of incidents, and report to the academic community on a quarterly basis.

Additional hate/bias reporting bookmarks have been printed for further distribution. These have been a popular method for promoting the reporting process. The posters have been distributed around campus and appeared as advertisements in The Daily Evergreen and The Moscow/Pullman Daily News. WSU Today published an article highlighting the reporting process to university personnel. WSU Board of Regents members were also briefed in March and will receive bookmarks during their May 6 meeting.

Current Training

Employee Training

Human Resource Services, the Center for Human Rights, and Human Relations and Educational Services provide diversity training for employees at WSU. Human Resource Services offers training in conflict resolution, valuing diversity, intercultural communication, and organizational development. The Center for Human Rights provides training in compliance issues, including Equal Employment Opportunity/Affirmative Action and Sexual Harassment. Human Relations and Educational Services (now subsumed in the Office of the Vice President for Equity and Diversity) offered trainings in conflict management, intercultural communication, and cultural competency. That office also facilitated study circles—dialogue-based diverse learning groups--using Allan Johnson's *Privilege, Power, and Difference*, for offices and areas around campus.

Student Training

Training for students (as distinct from coursework offered through departments) is offered through Residence Life, Greek Life, and New Student Programs. Student organizations also provide training, using speakers and external consultants. The Office of the Vice President for Equity and Diversity offers training for students through those programs, or through student organizations, in conflict management, intercultural communication, and cultural competency.

Proposed Diversity Training

A proposal will be made to the Provost and the Vice President for Equity and Diversity for Washington State University to become a campus affiliate of the National Coalition Building Institute (NCBI). NCBI has active affiliates at 65 colleges and universities in the United States and Canada. An NCBI campus affiliate consists of a representative cross-section of students, faculty, and administrators, trained by NCBI to provide a pro-active response to discrimination and inter-group conflict on campuses. Other universities have used the NCBI training in leadership training for resident assistants, student government and orientation leaders; freshman seminar classes; new faculty orientation, life skills classes for athletes; and central university administrators. Planning for this program will involve students, staff, faculty, and administrators.

As a preview, a team of students, staff, and faculty will attend two days of workshops presented by the Seattle-based NCBI chapter on April 29 & 30. Consideration is being

given to a day-long workshop for up to 50 participants at a location to be determined during the summer. Officially the program will begin fall 2005.

Alice Coil, Director of the Women's Resource Center, and Dana Patterson, Coordinator of the Talmadge Anderson Heritage House, attended the meeting of the Seattle based chapter of the National Coalition Building Institute (NCBI) April 29-30, 2005. The Office of the Vice President for Equity and Diversity is moving forward with plans to bring NCBI diversity training to campus for fall semester. To help facilitate this process, the idea of appointing a steering committee is being considered. The steering committee will include members of the faculty, staff, and student body.

Commission on Race and Ethnicity

J.J. Oliver, on behalf of the Commission on Race and Ethnicity, has communicated that body's priorities for the remainder of Spring Semester and the summer. Since those priorities largely reflect the needs students expressed at the March 8, 2005 meeting, the Commission's memo is attached.

The Commission on Race and Ethnicity fine-tuned its list of priority initiatives (see next page). The Commission plans to forward some recommendations to President Rawlins at the end of May.

Memorandum

To: President V. Lane Rawlins
CC: VP Michael Tate
From: J. J. Oliver, Commission on Race and Ethnicity
Date: 7/8/2005
Re: Issues the commission will be addressing

The Commission on Race and Ethnicity, in order to further the strategic mission of cultural inclusion, safety and respect will be exploring the following items for the remainder of the semester and summer.

- Possible curricular/enrollment changes for diversity courses.
 - Cap on enrollment for D courses at 30 in area deemed discussion based
 - Adding a D course to the GER requirements
 - What peer institutions are doing to infuse a global perspective into their curriculums?
 - Researching a second language requirement to help our students compete from the front of the global commerce race.
- A zero tolerance policy or other policies regarding conduct at WSU.
 - What are the best practices in the research on this issue.
 - What state statutes do we have to draw a conduct code from?
- The commission is dealing with the simple challenges of operating and coming to consensus on very delicate issues.
- Planning on putting together a series of town hall meetings throughout the fall semester to get public opinion.
- Hiring practices within the administration and CHR and ways we can improve our diversity outreach in the candidate pool and ways to increase student involvement.

The Commission is dedicated to student success through administratively supported programs and policies that are meant to foster achievement in a safe and respectful environment for all students.